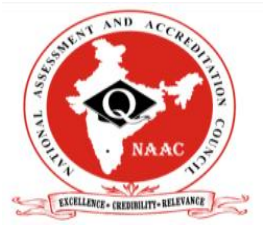

National Assessment and Accreditation Council (NAAC), Bengaluru

UnifiedManual for Health Sciences Colleges

PREFACE

It is heartening that National Assessment and Accreditation Council (NAAC) has come out with renewed spirit to fine tune its process of assessment and accreditation. In sync with the local, regional and global dynamics of the higher education sector, the process, tools and methodology also need to be dynamic. Since July 2017, the NAAC has unfolded the new methodology and unveiled new process and instruments of assessment and accreditation. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It is further heartening to note that the ICT enabled new process has cut down the duration of the accreditation process considerably.

As always, the NAAC had to cater to the dynamic demands of the sector including that of the Health Sciences Universities and Colleges for a renewed manual that would take care of the discipline specific requirements. With the previous Health Sciences Manual forming the backdrop, the NAAC had to depend on the feedback of the stakeholders, outcome of the Pilot Study, inputs from the Expert Group Meetings, and come out with a comprehensive manual for Health Sciences institutions. The expert group comprising eminent academicians from the University and Colleges, domain experts and the NAAC experts have evolved a manual that is technology enabled and all encompassing. The Higher Education Institutions (HEIs) have to take cognizance of the new methodology and the Manual for their efforts in seeking accreditation.

It is hoped that the Manuals of Health Sciences for Universities and Colleges will help the HEIs to prepare for the revised process of Assessment and Accreditation.

In an effort to enhance the accountability in the entire process, the institutions as well as other stakeholders are required to keep track of the latest developments profiled on the website of the NAAC from time to time.

The Core Working Group and Sectoral Working Groups consisting of experts from the Health Sciences domain and the contribution of the officials of NAAC in the development of the manual would no doubt go a long way in making the entire process of A&A more effective and efficient. The services of all the experts are gratefully acknowledged.

I deem it a privilege to acknowledge the immense contribution made by **Dr. Latha Pillai**, Senior Adviser, NAAC and also **Prof. H. K. AnanthaSubba Rao**, Academic Consultant, NAAC in the development of the Manuals for the A&A process of institutions of Health Sciences.

Bengaluru

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SECTION A: GUIDELINES FOR ASSESSMENT AND ACCREDITATION OF HEALTH SCIENCES INSTITUTIONS

This Section presents the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. Further, it details out the procedures for institutional preparation forfilling the Self Study Report online, Peer Assessment and the final Outcome of Accreditation. The procedure for re-assessment, mechanism for institutional appeals and accreditation of subsequent cycles are also presented.

I. INTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies and advocated the establishment of an independent National Accreditation Agency. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous Institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC and the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities, the NAAC is advised by the advisory and consultative committees constituted from time to time.

Vision and Mission

The vision of NAAC is:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define NAAC's engagement and endeavor as given below:

- *To arrange for periodic assessment and accreditation of Institutions of Higher Education or units thereof, or specific academic programmes or projects;*
- *To stimulate the academic environment for promotion of quality in teaching-learning and research in Higher Education Institutions;*
- *To encourage self-evaluation, accountability, autonomy and innovations in Higher Education;*
- *To undertake quality-related research studies, consultancy and training programmes, and*
- *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of Higher Education Institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the Institution along with external peer assessment organized by NAAC.

Core Values

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below.

(i) Contributing to National Development

Most of the HEIs have a capacity to adapt to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an implicit goal of Indian HEIs. The role of HEIs is significant in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby, contributing to the development of the Nation. Serving the cause of social justice, ensuring equity and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment skill development of students, on par with their counterparts elsewhere in the world. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative andentrepreneurial in their approach. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of competent-learning” and the “world of skilled work”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with

cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is a persisting concern for inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The seeds of values such as cooperation and mutual understanding during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching learning and governance of HEIs is an ongoing process. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational Institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware and to orient the faculty suitably.

In addition to using technology as a learning resource, managing the activities of the Institution in a technology-enabled way will ensure effective Institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact. Moving towards electronic data management and having Institutional website to provide ready and relevant information to stakeholders are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adoptingICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centers of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole.

This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an Institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the Institution.

The five core values as outlined above form the foundation for assessment of Institutions that volunteer for accreditation by NAAC. The HEIs may also add their own core values to these in conformity with the goals and mission.

II. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed for the revision process of NAAC.

Revised Assessment and Accreditation(A&A)Framework

The Revised Assessment and Accreditation Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness
- in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
- introducing Pre-qualifier for peer team visit, as 25% of system generated score
- introducing *System Generated Scores* (SGS) with the combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data
- in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Focus of Assessment

The NAAC continues with its focus on quality culture of the Institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, as reflected in its vision, objectives, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of Institutional functioning. The Revised Manual places greater emphasis in the latter as reflective of internal Institutional processes.

In line with NAAC's conviction that quality concerns are Institutional, Quality Assessment (QA) can better be done through self-evaluation. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the Institution and their educational services. Overall, the QA is expected to serve as a catalyst for Institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process.

The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

III. QUALITY INDICATOR FRAMEWORK (QIF) - DESCRIPTION

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of Institutional functioning but also the emerging issues have been included. The seven Criteria that would serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion, a set of few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are detailed below explicating the aspects they represent.

Criterion I: - Curricular Aspects

The Curricular Aspects are the mainstay of any educational Institution. However, the responsibilities of various HEIs in this regard vary depending on their administrative standing. That is, an Affiliated College is essentially a teaching unit which depends on a larger body namely affiliating university for legitimizing its academic and administrative processes. Its engagement with curricular aspects is mainly in their implementation while its participation in curriculum development, procedural detailing, assessment procedures as well as certification is peripheral and these are "givens''. Whereas a University has the mandate to visualize appropriate curricula for particular programmes, it has to revise/update them periodically to ensure that the outcomes of its programmes are defined by its bodies.

Criterion I pertains to the practices of an Institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum updating are also gauged.

The focus of Criterion I is captured in the following Key Indicators:

KEY INDICATORSss

1.1*(U) -Curriculum Design and Development
1.1*(A) - Curriculum Planning and Implementation
1.2 Academic Flexibility
1.3 Curriculum Enrichment
1.4 Feedback System

1.1 Curricular Planning and Implementation

The Affiliating/Constituent Colleges have rather limited role in curriculum designing and development. They adopt the curriculum overview provided by the respective Affiliating Universities. Each college operationalizes the curriculum within the overall framework provided, in one's own way depending on its resource potential, Institutional goals and concern and so on. That is, each college visualizes the way the curriculum has to be carried out – activities, who, how, when etc. This process makes each Institution unique and reflects on the concern of the college for quality in the form of values emphasized, sensitivities focused on, etc.

1.2 Academic Flexibility

Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the

college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key indicator.

1.3 Curriculum Enrichment

Holistic development of students is the main purpose of curriculum. While this is attempted through prescribing dynamic and updated curricular inputs, the HEI is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment helps in improving the inputs.A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Criterion II: - Teaching Learning and Evaluation

Criterion II pertains to the efforts of an Institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

The focus of Criterion II is captured in the following Key Indicators:

KEY INDICATORS

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

2.1 Student Enrolment and Profile

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The process of admitting students to the programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the Institution put forth its efforts in ensuring equity and wide access having representation of student community from different geographical areas and socio-economic, cultural and educational backgrounds. These will be reflected in the student profile.

2.2 Catering to Student Diversity

The HEIs are expected to satisfy the needs of the students from diverse backgrounds including disadvantaged communities as well as from different locales. They would make special efforts to bring in students from special categories, reach out to their special learning needs by initial assessment of their learning levels, in addition to understand possible variations over years and how and what is done to deal with such students. While in uni-gender Institutions explicit efforts are to be made to sensitise students about the other gender; and the like.

2.3 Teaching-Learning Process

Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the Institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility inlearners and makes learning a process of construction of knowledge. Of late, digital resources for learning are available and this makes learning more individualised, creative and dynamic. Quality of learning provided in the Institution depends largely on teacher readiness to draw upon such recently developed technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning.

2.4 Teacher Profile and Quality

"Teacher quality" is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities and competencies. Teachers are expected take initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and Institutional excellence.

2.5 Evaluation Process and Reforms

This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

These specifications are stated as POs and COs. The quality of the assessment process in a HEI depends on how well the examination system actually tests the POs and COs, quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on resolving possible errors.

2.6 Student Performance and Learning Outcomes

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

2.7 Student Satisfaction Survey

All the efforts of teachers and the Institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching learning in the Institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts a structured student satisfaction survey.

Criterion III: - Research, Innovations and Extension

This Criterion seeks information on the policies, practices and outcomes of the Institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the Institution to promote a ‘research culture’. The Institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by Institutions, is also a major aspect of this Criterion.

The focus of Criterion III is captured in the following Key Indicators:

KEY INDICATORS

3.1 Resource Mobilization for Research
3.2 Innovation Ecosystem
3.3 Research Publications and Awards
3.4 Extension Activities
3.5 Collaboration

3.1 Resource Mobilisation for Research

The Institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The Institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any Institution to excel in research. The faculties are empowered to take up research activities utilizing the existing facilities. The Institution encourages its teaching staff and students to engage in interdisciplinary and interdepartmental research activities and resource sharing.

3.2 Innovation Ecosystem

The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of new knowledge. The Institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by Institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the HEI.

3.3 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances the quality of teaching and learning. Research acumen in an Institution is an evolving feature reflecting various research output with clear records such as - doctoral, post-doctoral, projects, inventions and discoveries and number of quality research publications.

3.4 Extension Activities

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the Institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the Institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.5 Collaboration

Through collaboration the HEIs can maintain a closer contact with the work field. It helps keep the academic activities in the Institution in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic Institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research and resource sharing, among others. For making collaborative endeavor impactful it is necessary that there is a formal agreement or understanding between the Institutions and other agencies for such activities.

Criterion IV: - Infrastructure and Learning Resources

The adequacy and optimal use of the facilities available in an Institution are essential to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the Institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns.

The focus of Criterion IV is captured in the following Key Indicators:

KEY INDICATORS

4.1 Physical Facilities
4.2 Clinical, Equipment and Laboratory Learning Resources
4.3 Library as a Learning Resource
4.4 IT Infrastructure
4.5 Maintenance of Campus Infrastructure

4.1 Physical Facilities

Adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the Institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.

4.2 Clinical, Equipment and Laboratory Learning Resources

This Key Indicator elicits information on how the teaching hospital and the laboratories function and serve as learning resources. Information about patient-friendly services, good clinical and laboratory practice guidelines and safety measures adopted are sought. Information on the availability of up-to-date diagnostic and therapeutic equipments to ensure quality of service and patient safety are also sought in this Key Indicator.

4.3 Library as a Learning Resource

The library holdings in terms of books, journals, e-resourses and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. A recent development in the field due to availability of digital means, the functioning of the library has undergone a drastic change. Automation of library using the ILMS, use of e-journals and books, providing remote access to e-resources in the library have become a matter of necessity. Providing for these and such other developments as well as utilizing them well are important indicators of the quality of an academic Institution.

4.4 IT Infrastructure

The Institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the Institution for academic and administrative purposes. The staff and students have access totechnology and information retrieval on current and relevant issues. The Institution deploys and employs ICTs for a range of activities.

4.5 Maintenance of Campus Infrastructure

Having adequate infrastructure is not enough for effective Institutional functioning, but regular maintenance and periodic replenishment of infrastructure is essential. It is necessary that the Institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same.

Criterion V: - Student Support and Progression

The highlights of this Criterion V are the efforts of an Institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

The focus of Criterion V is captured in the following Key Indicators:

KEY INDICATORS

5.1 Student Support
5.2 Student Progression
5.3 Student Participation and Activities
5.4 Alumni Engagement

5.1 Student Support

Facilitating mechanisms like guidancecell, counselling cell, placement cell, grievance redressal cell and welfare measures to support students are deemed to be essential. Specially designed inputs are to be provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression

The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The Institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities

The Institution promotes inclusive practices for social justice and better stakeholder relationships. The Institution promotes value- based education for inculcating social responsibility and good citizenry amongst its student community. The Institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement

The Alumni are a strong support to the Institution. An active Alumni Association can contribute to academic matters, student support as well as mobilization of resources – both financial and non financial.

The Institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the Institution through financial and non-financial means.

Criterion VI: - Governance, Leadership and Management

Effective functioning of an Institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

The focus of Criterion VI is captured in the following Key Indicators:

KEY INDICATOR

6.1 Institutional Vision and Leadership
6.2 Strategy Development and Deployment
6.3 Faculty Empowerment Strategies
6.4 Financial Management and Resource Mobilization
6.5 Internal Quality Assurance System (IQAS)

6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision- making process is key not only to achieve the vision, mission and goals of the Institution but also in building the organizational culture. The formal and informal arrangements in the Institution to co-ordinate the academic and administrative planning and implementation reflects the Institution's efforts in achieving its vision.

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the Institution. The functions of the Institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The Institution has developed strategies for mobilizing resources and ensures transparency in financial management of the Institution. The income and expenditure of the Institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education Institutions aimed at continuous improvement of quality and achieving academic excellence. The Institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The Institution has an IQAC and adopts a participatory approach in managing its provisions.

Criterion VII: - Institutional Values and Best Practices

An educational Institution operates in the context of the larger education system in the country. In order to be relevant in changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. This role of the Institution is reflected in terms of the kinds of programmes, activities and preferences (values) that it incorporates within its regular functioning. The extent to which an Institution is impactful in this is a sure reflection of its quality.

Every Institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics, but the way it addresses these and evolves practices will always be unique. Every Institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the Institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the Institution leading to improvements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a "best practices". Over a period of time, due to such unique ways of functioning each Institution develops distinct characteristic which becomes its recognizable attribute.

The focus of Criterion VII is captured in the following Key Indicators:

KEY INDICATORS

7.1 Institutional Values and Social Responsibilities
7.2 Best Practices
7.3 Institutional Distinctiveness

7.1 Institutional Values and Social Responsibilities

The Institution organizes gender equity promotion programmes. The Institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rainwaterharvesting, waste recycling (solid/liquid waste management, e-waste management), carbon neutral, green practices etc. The Institution facilitates the differently-abled (Divyangjan friendliness), effective dealing of location advantages and disadvantages (situatedness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the Institution are explicit in its regular activities.

7.2 Best Practices

Any practice or practices that the Institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the Institution can be identified as "best practice/s". These are not any activity prescribed by some authority. At some point in time the Institution evolves some innovation or a change in some aspect of its functioning. This practice is relevant mainly within the Institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and upkeep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these '*best practices'* are relevant within the Institutional context and may pertain to either academic or administrative or organizational aspects of Institutional functioning.

7.3 Institutional Distinctiveness

Every Institution would like to be recognized for certain of its attributes which make it '*distinct*', or, one of its kinds. Such attributes characterize the Institution and are reflected in all its activities in focus and practice.

IV. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Higher Education Institutions (HEIs), if they have a record of **at least two batches of students graduated or been in existence for six years, whichever is earlier,** are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, and fulfill the other conditions or are covered by the other provisions, if any, mentioned below:

1. **Constituent Colleges/ Affiliated Colleges** (affiliated to universities recognised by UGC as an affiliating University)

    a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to-be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University

    b) Provided the colleges/Institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities(AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University

2. **Accredited HEIs applying for Re-assessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation**

    a) Institutions, which would like to make an improvement in the accredited status, may apply for **Re-assessment**, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.
    b) Institutions opting for **Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation** can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

3. **Any other HEIs** at the discretion of NAAC.

Note:

1. *The NAAC accreditation does not cover distance education units of HEIs and off-shore campuses.*

2. *All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.*

V. Approaches / policies adopted by NAAC in the development of Manual of Health Sciences for Colleges

1. Essence of Revised Assessment and Accreditation (A & A) Framework retained in the manual of Health Sciences for colleges. Details are as under:

The Revised Assessment and Accreditation Framework was launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- ☐ from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- ☐ towards extensive use of ICT confirming scalability and robustness
- ☐ in terms of simplification of the process resulting in drastic reduction in number of questions, size of the report, visit days, and so on
- ☐ introducing Pre-qualifier for peer team visit, as 25% of system generated score.
- ☐ introducing *System Generated Scores* (SGS) with the combination of online evaluation (about 65%) and peer judgement (about 35%) in Health Sciences
- ☐ in the data/supporting documents submitted during online submission of SSR by HEIs - the element of *third party* verification and validation of data (DVV process)
- ☐ in providing appropriate differences in the metrics, weightages and benchmarks to universities and affiliated/constituent colleges after pilot study of Health Sciences Institutions
- ☐ feedback analysis in revising several metrics to bring in enhanced participation of students and alumni in the assessment process
- ☐ Introduction of Student Satisfaction Survey under 2.7 of Manual

2. Integrating essential components of Health Sciences Institutions in the manual of Health Sciences for Assessment & Accreditation and Inclusion of new key indicators and metrics related to Health Sciences (VED-Vital ,essential, desirable] in the rationalisation.

3. Option to opt out non applicable metrics to a maximum of 50 weightage – is not allowed in Health Sciences manual because of the nature of Professional courses / subjects of study as stipulated by Statutory Regulatory Bodies.
4. Based on perception of Health Sciences colleges, discipline specific metrics are in place in the manual of Health Sciences for Colleges [Part B]
5. Committee suggested to arrive at CGPA for the manual of Health Sciences Colleges as under:

   CGPA – Part –A 900 weightage points -covering Criterion 1 to 7

   Part –B 100 with weightage points to be integrated in ICT as 8th component

   CGPA Total = 1000 (to keep uniformity in the usage of CGPA in all process of NAAC and in different manuals of NAAC)
6. Ratio of QnM&QlM = 65% : 35%

VI. Statistical Information

Table-1 Weightage wise- QlM&QnM for Manual of Health Sciences for Colleges

Criterion number	Criterion	Number of Questions (QlM& QnM)	Qualitative metrics, Questions (QlM) (Weightage)	Quantitative Metrics Questions (QnM) (Weightage)	Total Qualitative Metrics (QlM) (Weightage)	Total Quantitative Metrics (QnM) (Weightage)	Total QlM &QnM weightage
1.	**Curricular Aspects**	10	**2** (10+5)	**8** (5+10+10+5+5+10+10+10)	15	65	80
2.	**Teaching- Learning and Evaluation**	25	**10** (10+10+10+5+10+15+10+10+10+10)	**15** (5+10+5+10+5+10+10+10+10+10+10+10+10+15+50)	100	180	280
3.	**Research, Innovation and Extension**	16	**3** (5+10+15)	**13** (6+6+5+5+5+5+8+5+10+15+10+10)	30	90	120
4.	**Infrastructure and Learning Resources**	18	**9** (10+5+5+7+4+3+2+5+10)	**9** (5+7+6+3+5+3+5+5+10)	51	49	100
5.	**Student Support and Progression**	13	**3** (2+5+5)	**10** (10+15+5+13+10+15+15+10+10+5)	12	108	120
6.	**Governance, Leadership and Management**	15	**8** (5+5+5+5+6+7+8+10)	**7** (5+7+6+6+5+10+10)	51	49	100
7.	**Institution Values and Best Practices**	12	**6** (5+3+10+4+30+20)	**6** (5+3+2+2+10+6)	72	28	100
Total		**109**	**41**	**68**	**331**	**569**	**900**

Table-2 QIF for Manual of Health Sciences for Colleges Part - A

	Criterion I	Criterion II	Criterion III	Criterion IV	Criterion V	Criterion VI	Criterion VII	Total
QlM	2	10	3	9	3	8	6	41
QnM	8	15	13	9	10	7	6	68
Total	10	25	16	18	13	15	12	109

Note: In Part B, Number of QlM and QnM varies in all 11 disciplines and is not criterion wise

Table-3 HEALTH SCIENCES MANUAL FOR COLLEGES (Part – A, Part-B) compared to General AFFILIATED / CONSITITUENT COLLEGES

DISTRIBUTION OF KIs & METRICS

NAAC BENCHMARKS	HEALTH SCIENCES - COLLEGES (Part –A)	AFFILIATED / CONSITITUENT COLLEGES
Criteria	7	7
Key Indicators	33	32
Total Metrics (QlM&QnM)	109	121
QlM (37.61%)	41	41
QnM (62.39%)	68	80
Total Weightage	Part-A – 900 Part – B-100 1000	1000

Table-4 Weightages Across KeyIndicators (KIs)
(Part A of the Manual -900 weightage)

Criteria	KeyIndicators (KIs)	Health Sciences Manual for Colleges
1.Curricular Aspects	1.1 CurricularPlanningandImplementation	**15**
	1.2 AcademicFlexibility	**20**
	1.3 CurriculumEnrichment	**25**
	1.4 FeedbackSystem	**20**
	Total	**80**
2.Teaching-LearningandEvaluation	2.1 StudentEnrolmentand Profile	**20**
	2.2 CateringtoStudent Diversity	**25**
	2.3 Teaching-Learning Process	**45**
	2.4 Teacher Profile and Quality	**50**
	2.5 EvaluationProcessand Reforms	**45**
	2.6 StudentPerformanceandLearningOutcom	**45**
	2.7 Student satisfaction Survey	**50**
	Total	**280**
3. Research, Innovationsand Extension	3.1 ResourceMobilizationfor Research	**17**
	3.2 Innovation Ecosystem	**10**
	3.3 ResearchPublicationsandAwards	**23**
	3.4 ExtensionActivities	**50**
	3.5Collaboration	**20**
	Total	**120**
4.InfrastructureandLearning Resources	4.1 PhysicalFacilities	**25**
	4.2 Clinical, Equipment and Laboratory Learning Resources	**20**
	4.3 LibraryasaLearningResource	**20**
	4.4. ITInfrastructure	**15**

	4.5 Maintenance of Campus Infrastructure	**20**
	Total	**100**
5. Student Support and Progression	5.1 StudentSupport	**45**
	5.2 StudentProgression	**40**
	5.3 StudentParticipationandActivities	**25**
	5.4 Alumni Engagement	**10**
	Total	**120**
6.Governance, Leadership and Management	6.1 InstitutionalVisionand Leadership	**10**
	6.2StrategyDevelopment andDeployment	**10**
	6.3 FacultyEmpowermentStrategies	**30**
	6.4Financial Management andResourceMobilization	**20**
	6.5 InternalQuality AssuranceSystem	**30**
	Total	**100**
7.Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	**50**
	7.2 Best Practices	**30**
	7.3 Institutional Distinctiveness	**20**
	Total	**100**
PART -A	Total	**900**
PART - B	Total	**100**
PART –A + PART -B	**TOTAL SCORE**	**1000**

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale. The seven point scale refers to the seven letter grades each aligned to the seven specific score-range.

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited

VII. THE ASSESSMENT PROCESS

Taking cognizance of the diversity in the kinds of institutions, HEIs have been grouped under 10 (Ten) categories based on Institution specialization.

The assessment process will be carried out in three stages. As stated earlier, it will comprise three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report. The SSR has a total of 109 Metrics for Part A of the Colleges Manual covering the seven Criteria described earlier (refer table -2 &3 for details). The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as '*quantitative metrics'* (Q_nM); and two, those metrics requiring descriptive responses and are accordingly named '*qualitative metrics'* (Q_lM). Table 1 depicts the distribution of Key Indicators (KIs) and Metrics across them.

VIII. PROCEDURAL DETAILS for IIQA/SSR submission online for Health Sciences Institutions

HEIs are expected to read the below given details carefully and note the specifications of the revised process of A&A.

1. Eligible HEIs seeking A&A are required to submit Institutional Information for Quality Assessment (IIQA) online any time during the year [STARTING FROM APRIL/MAY 2019].Duly filled IIQAs of eligible HEIs will be accepted by NAAC for further processing and others will be rejected.
2. In case of rejection of IIQA applications specific suggestions would be given to HEIs to facilitate them to resubmit the IIQA. An institution can reapply twice after the first attempt which has resulted in rejection. That is, each HEI is permitted three attempts in a year with a single fee. After this, it will be considered a fresh application with required fees to be remitted again.
3. After the acceptance of IIQA, the institution will be asked to fill the SSR with the required document/s to be uploaded in the portal of NAAC website within a stipulated time of 45 days. The SSR of the HEI will then be subjected to further process. As preparation of SSR is a systematic process, it is suggested that the HEIs should be ready with the soft copy of the SSR and related documents well in advance of submitting the IIQA. Those institutions who fail to submit the SSR

within the stipulated time will have to apply afresh starting from the submission of the IIQA & its fees. In any case, fees once remitted for IIQA will not be refundable.

4. The SSR has to be uploaded as per the format in the portal of NAAC. After submission of the SSR on NAAC portal, HEI would receive an auto generated link/ID of SSR in their registered email id. The same SSR in .pdf format should be then uploaded on institutional website.
5. The SSR has to be submitted only online. HEIs should make necessary preparations with the required data, documents and/or responses before logging on to the NAAC website for submission of SSR online. Careful study of the Manual will be of great help in this regard.
6. As indicated earlier, the SSR comprises both Qualitative and Quantitative metrics. The Quantitative Metrics (Q_nM) add up to about 65***%*** and the remaining about ***35%*** are Qualitative Metrics (Q_lM).
7. The Institution shall/should visit the NAAC website for the latest Standard Operating Procedures for Data Verification and Validation. The data submitted on Quantitative Metrics (Q_nM) will be subjected to a verification and validation exercise with the help of Data Validation and Verification (DVV) process organized by NAAC. The responses to Qualitative Metrics (Q_lM) will be reviewed by the Peer Team on site only after the institution clears the Pre-qualifier stage.
8. Any Institution found to be providing wrong information/data during Validation and Verification stage will be asked for clarifications. On the basis of clarifications submitted by the HEIs the data will be again sent for DVV process. The process of Data Validation and Verification (DVV) will be done within 30 days.
9. **Pre-qualifier**: The Quantitative Metrics (Q_nM) of SSR will be sent for Data Validation and Verification (DVV) Process. After DVV process, a DVV Deviation report will be generated. On the basis of the Deviation report, the A&A process will proceed further as per the following conditions:
    a) HEI whose Metrics are found to be deviated will be liable for penalty or legal action. Their first installment of accreditation fees will also be forfeited, and the name of such an HEI will be sent to statutory authorities for further actions.
    b) HEI that clears the DVV process will proceed for Peer Team Visit with a condition of a Pre-qualifier, that the HEI should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then they will have to apply afresh by submitting the IIQA and its fees. Such HEIs are eligible to apply again only after six months.
10. After the DVV process, NAAC will intimate the HEI, within 10 days stating that they have successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q_lM).
11. **Student Satisfaction Survey (SSS):** It will be conducted by NAAC as per the following conditions:
    a) SSS will be conducted simultaneously with the DVV process.
    b) Institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself.
    c) The SSS questionnaire (20 objective & 01 subjective for Colleges and for Universities 22 objective & 01 subjective)will be e-mailed to all students and the following rule will be applied for processing the responses.

i. For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is less.
ii. For Universities – 10% of the student population or 500 whichever is less.

d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.
e) SSS will be completed within one month after its initiation.

12. Peer Team visit of the institution should not exceed three months after clearance of the Pre-qualifier stage.
13. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 3-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model limited to Qualitative Metrics (Q_lM). The teams would play an important role in reviewing the intangible aspects.
14. Unlike earlier, NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams. Hence forth NAAC will directly take care of all the logistics arrangements to the Peer Teams visiting the institutions. All payment towards TA, DA, Honorarium, etc., will be directly paid by NAAC to the nominated members. There would be no financial transactions between the Institution and the visiting Peer team members of NAAC.
15. The institutions need to add a link in home page of their institutional website for NAAC records/files viz., SSR, Peer Team Report, AQAR, Certificate of NAAC and Accreditation documents etc., for easy access by its stakeholders. The said link should be clearly visible/ highlighted.
16. **Guidelines for filling up Self-Study Report (SSR):**

- **Extended profile contains all the questions which are basically the figures of denominators of the formulas used for calculation of various Metrics values.**
- There are Tool Tips at various places in portal, such as Metrics, sub-metrics, upload, etc. which are given as guidance regarding the sort of data required to be submitted by the institution. The Tool Tip is denoted in the form of ❓. Institutions are required to go through the respective Tool Tip thoroughly before filling the data.
- The data filled should contextualise with the related metrics. There is an upload limits for the documents to be uploaded for various Metrics, if the size of the document exceeds that limit, Institution may upload the same in their own website with password protection, if required. The link of the said uploaded document should be given in the portal.
- There is a fixed timeline for the entire DVV process. Institutions are supposed to respond within the stipulated time given by the DVV partner, during DVV clarification stage. If not responded within the given time frame, DVV partner's recommended input value will be taken as the final value.
- The data of the students for Student Satisfaction Survey (SSS) has to be submitted concurrently with the online submission of SSR.
- Where-so-ever 'Asterisk Red mark'✱ is indicated in the portal, it should be understood as a mandatory requirement.

17. **Regarding withdrawal of SSR submitted :**

- The HEIs which have submitted their SSRs will not be allowed to withdraw from the process at any stage.

- If an HEI which has submitted its SSR, for any reason, does not complete the A&A process, the information that it has withdrawn / not completed the process should be hosted both, on the websites of the HEI and NAAC. Such an HEI will be allowed to apply for A&A only after a period of three years.

IX. ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - *Peer Team Report*

- Section 1: Gives the **General Information** of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a **qualitative, descriptive assessmentreport**based on the Peer Team's critical analysis presenting strengths and weaknesses ofHEI under each Criterion
- Section 3: Presents an **Overall Analysis** which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records **Recommendations for Quality Enhancement of the Institution** (not more than **10** major ones).

PART II - *Graphical representation based on Quantitative Metrics (Q_nM)*

This part will be a **System Generated Quality Profile** of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III -*Institutional Grade Sheet*

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form the "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics which includes critical appraisal by the Peer Team through on site visitand the scores obtained on the Student Satisfaction Survey. These will be collated through an automated process based on 'benchmarks' as set and assessed by the NAAC on a five point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range.

Table 3 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade "D". Such unqualified institutions will also be intimated and notified by NAAC as "Assessed and Found not qualified for Accreditation".

X. MECHANISM FOR INSTITUTIONAL APPEALS

The process of Assessment and Accreditation is viewed as an exercise in partnership done jointly by the NAAC and the institution being assessed. Every stage of the process is marked by transparency. The institution is consulted at various stages of the process – eliminating conflict of interest with the peers, planning the visit schedule, sharing the draft peer team report before the team leaves the campus etc. In spite of this participatory approach, there may be institutions that might have grievances to be addressed. Therefore, to provide a review mechanism for institutions who are aggrieved about the process or its outcome or any other issues related thereof, the NAAC has evolved **Mechanism for Institutional Appeals**. For details visit the NAAC website.

(http://www.naac.gov.in/images/docs/announcement/Guidelines-for-Grievance-Redressal-Appeals-6-apr-21.pdf)

Appeals Process:

Appeal by the institution to the Director, NAAC

An Appeal is the request by an institution to review its grading on valid grounds, after the announcement of A&A result on the NAAC website.

Submission of Appeal Intent and Appeal Proforma: An Appeal is a request by an institution to review its grading on valid grounds concerning Qualitative and Quantitative assessment/s, after the declaration of Assessment and Accreditation Result.

A. Any institution can submit an Appeal Intent Online through the HEI portal within Fifteen (15) Days from the date of declaration of the A&A result on the HEI portal. The grade obtained by the institution will be Kept in Abeyance (not be published) on the NAAC website upon receiving the Appeal Intent within the stipulated period from the HEI.

B. Once an institution has submitted Appeal Intent, the institution may fill and submit an appeal online through the HEI portal in prescribed proforma as given at Annexure-1 / Annexure-2 within Forty-Five (45) days from the date of declaration of the A&A result on the HEI portal along with a non-refundable fee of Rs 50,000/- (Rupees Fifty Thousand Only) + GST as applicable through online payment option available on the HEI portal. In any case date of submission of Appeal shall not be beyond 45 days from the date of declaration of results on the NAAC website.

C. After declaration of accreditation result the Institution can view the Assessment Outcome Document (AOD) which includes Peer Team Report, Graphical representation based on Quantitative (QnM) & Qualitative (QlM) Metrics, Institutional Grade Sheet and Peer Team Metric wise Score Report on the HEI portal. Also, the institution can rely on changes of values made in the Self Study Report (SSR) based on the data validation and verification process available as a part of the deviation report in the updated SSR

Appeal Process: Stages of the Procedure:

i. All correspondence relating to Appeals if any will be done by the Convener with the HEI's. The appeal submitted to NAAC through online HEIs in the portal will be sent to the Chairperson and/or the Peer Team Members seeking comments individually or collectively. The Appeal along with the comments of the Chairperson and/or the Peer Team Members will be placed before the AC by Convener. The AC at its discretion may call for additional information or seek clarification from the institution or from any other body or individuals who can be of help.

ii. If the AC decides to provide an opportunity for the institution to present their case, the Chairperson of the Peer Team that visited the institution will also be called for the hearing.

iii. After the hearing, the Appeals Committee will make a recommendation to EC on the necessary action to address the grievance. If the AC is satisfied that there is a possible error in judgment/perception of the peer team which visited the institution, it may recommend a Peer Team Re-Visit. If the AC recommends re-visit to the institution, expenses towards the same will be borne by the NAAC.

iv. In case, if AC is satisfied that there is an error of judgement or other issues during the Data Validation and Verification (DVV) process which has influenced/impacted the scores, then revaluation of the metrics appealed by HEI may be recommended. This revaluation of Quantitative Metrics (QnM) shall be conducted by another DVV partners (other than the one who originally did the DVV process).

v. The recommendation of either Peer Team Re-Visit and/or Re-Data Validation & Verification or No Change shall be placed before Executive Committee (EC) of NAAC.

vi. The Institution will not be allowed to re-submit SSR afresh on the portal for appeal 5 made. The original SSR on the portal remains unaltered and the QlM part only will be considered for the re-visit by the new peer team constituted by NAAC.

vii. The Executive Committee (EC) of NAAC will be the final authority to decide on the recommendations of the Appeals Committee. The decision of the EC will be notified to the institution.

viii. The outcome of the Appeal process whether it may be Re-Visit and/or Re-Data Validation & Verification by DVV partner or No Grade Change shall be final; there will be no further appeal on the appeal preferred. However, the HEI's are at liberty to apply for Re-Assessment as per NAAC norms and Guidelines displayed on the NAAC website.

ix. Delay in submission of Appeal Intent or appeal online after the specified 45 days, up to 15 days shall be condoned by the Director, NAAC for justifiable reasons.

x. All appeals in RAF (received earlier and now on) shall be disposed off as per these guidelines.

Repeal : If any further question arises in the interpretation of guidelines, the decision of Director, NAAC in consultation with Chairman, Executive Committee (EC) of NAAC shall be final.

XI. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after **completing at least one year, but not after the completion of three years**. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution in the intervening period. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

XII. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities of the Institution resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years tenure of the previous cycle of accreditation (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation. Institutions intending to be assessed to continue their accreditation need to apply afresh by submission of A&A application during the last six months of their validity period of the previous subsequent cycle of accreditation.

It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation valid for 7 years instead of 5 years. Highest grade would refer to A++ and A+ , that is, CGPA of 3.51 and above out of 4 in the currently enforced seven point scale or on the earlier used nine point scale a grade of A and above (institutional score of 85-100). (Pending decision by EC).

XIII. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS (w.e.f. April 01, 2021)

Note: New fees structure is applicable to HEIs who are submitting IIQA fees on or after April 01, 2021.

1. Institutional Information for Quality Assessment (IIQA) Fee **For Registration – applicable to all institutions i.e., irrespective of their status of recognition under 12(B) of UGC Act, 1956 (i.e. recognized/not recognized)**	
Process	**Total amount of Application fee for Assessment and Accreditation (A&A) to be paid by the Institution**
Institutional Information for Quality Assessment (IIQA)	**Rs. 25,000/- + G S T 18%** **(Non-refundable) ***

*** In case of rejection of IIQA application, HEIs may resubmit IIQA application for a maximum of three attempts without IIQA fees, including the rejection attempt, within the period of one year from the first application of IIQA.**

2. Assessment and Accreditation Fees:		
1	**2**	**3**
Type	**Total amount of A&A Fee**	**Amount to be paid by the Institution**
For Universities and Professional Institutions *	Rs. 3,00,000/-**+ GST18%	Rs.1,50,000/-** + GST18% = Rs.1,77,000/- **(50% of Total fee along with the SSR)** **(Non-refundable)**
For Colleges (Grant-in-Aid, Private and Government) **Mono Faculty, Multi Faculty, Teacher Education Institution and Physical Education Institution**	Rs. 1,00,000/-** + GST18%	Rs.50,000/-** + GST18% = Rs. 59,000/- **(50% of Total fee along with the SSR)** **(Non-refundable)**
**** Balance 50% of total fees along with 18% GST need to be paid by the HEI within 15 days from the date of Pre-qualification.**		

*** Professional Institutions:**

1. **Fees will be charged as per the fee structure as applicable to Universities, i.e. Engineering and Technology, Management, Law, Health Sciences (Allopathy, Homoeopathy, Ayurveda, Dental, Nursing etc.)**
2. Higher Education Institutions (HEIs) in which all the programs offered are recognised by the Statutory Regulatory Authority(s) (SRA) (Excluding Teacher Education Institutions) or HEIs in which 50 % or more of the programmes offered are recognised by the Statutory Regulatory Authority (s), similar to the Universities A&A fee for **Professional Institutions** is applicable.

4. **Balance amount 50%**

The pre-qualified HEIs will be asked to pay balance 50% of the stipulated fees+ applicable taxes as shown in column 2 & 3 above before 15 days from the visit date. If

the institution does not pay the fee within 15 days, the SSR will not be processed. They have to apply again / afresh with IIQA and its fees.

5. **Logistics Fee: Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier stage, which is as follows:-**
   a. All General colleges, Professional colleges and Teacher education institutions will have a Two (2) day visit for which the fee structure will be Rs. 1,50,000 +GST 18%.
   b. In case of exceptional case of Professional colleges with proper justifications and approval from the competent authority the Peer Team Visit can be extended to Three (3) days & the fee structure will be Rs.3,00,000 +GST18%.
   c. For University the Fee structure of logistics will be Rs. 3,00,000 + GST 18% for Three (3) days of visit.
   d. If the University has UGC recognized off-shore campus/centers, then the University has to pay an additional fee of Rs. 2,00,000/- + GST 18% or actuals per off-shore campus to be visited.

6. **Appeals Mechanism and Fee (w.e.f. April 05, 2021):**

   For Appeals (grievance) mechanism Rs. 50,000/- + GST 18% to be paid by HEI as applicable from time to time **(Non-refundable).**

7. **For subsequent cycles of Accreditation:**

The fee structure proposed for Assessment and Accreditation and Peer team logistics expenses as above will be same for all the cycles of Accreditation and Re-assessment to all types of Institutions.

8. **Mode of Payment: Online:**

All fees needs to be remitted on NAAC portal through net banking or credit/debit cards only. Fees payments can also be made from individual accounts on behalf of HEIs. Payment by Demand Draft (DD) or NEFT is not permitted.

For Government Colleges, in case of fees transferred from treasury, the college may approach The Director, NAAC or The Finance Officer, NAAC.

XIV. GETTING READY FOR SUBMISSION OF SELF - STUDY REPORT (SSR)

HEIs applying for A&A process should take note of the changes in the assessment process. It must be noted that the **SSR has to be submitted online only through portal. The**

portal will be made available to the Institution on the NAAC website in 'Apply Online Tab'. It would be helpful if the institution read the Manualcarefully and get ready with all details required to be filled up in the online format. While preparing SSRs, Health Sciences Universities have to refer both, the manual and the SOP for DVV. Use this Manual for understanding the revised process of A&A and prepare for the submission of SSR in the new online format.

Some significant tips are reiterated below:

- While submitting the IIQA, ensure that there is adequate time for processing the SSR for submission within the stipulated period, after the date of acceptance of by NAAC.
- The SSR has to be filled online; for this NAAC will provide access to the respective portal on the website for institutions, according to a pre-declared timeline.
- Read instructions about where to upload the documents and data, in what format data have to be presented for the various metrics and the required descriptive explanation for the qualitative metrics.
- Types of information to be filled in the SSR are given in the QIF as presented in Section B.
- The Profile of the Institution given in Section B is self-explanatory in seeking information about the institution.
- The QIF given in Section B indicates the kinds of data and documents required for each of the Metrics while filling up the SSR and also kinds of responses to be given.
- In an initial exercise, the institution can prepare details as sought in the QIF (Section B) about the various aspects of its functioning and upload them in a protected space on the institutional website. This will make it easy to upload and/or make them available through hyperlinks whenever required.
- Some of the documents indicated such as minutes of various committees/bodies, financial details and similar items for which the institution may not like to provide in open access could be kept ready and made available through hyperlinks whenever required.
- Keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it is easy to provide pertinent data.
- Wherever verbal descriptions are required write briefly as indicated (eg. . . in not more than 500 words…. or…. in not more than 200 words…, etc). Contemplate well and prepare the write ups describing the highlights of the sought details about the institution without wasting space/words on 'frill' details.
- The online formats (templates) for submitting data with respect to Quantitative Metrics (QnM) is given in Sub Section 7 of Section B. The same template in excel format can be downloaded from the NAAC website, available in an 'Apply Online Tab'.
- Ensure that authentic, correct data are provided throughout. **Incorrect data or false detailscould lead to disqualification or penalty.**
- Strictly adhere to the time specifications as given by NAAC.
- Some details may have to be worked out if they are not ready;eg. COs, PSOs, compiled reports from various minutes and analyses of feedback, etc...
- Keep a brief executive summary for uploading as per details given in Section B.
- Do not send any information as hard copy to NAAC unless specified.

- Read the Manual completely including the Glossary and Notes. This will help in a clear understanding of the terms used in the Quality Indicator Framework (QIF).
- For Metrics related to finance, the preceding financial year (1st April to 31st March) may be used to consolidate data, for publication related data, preceding calendar year (1st January to 31st December) data is to be entered and for the other metrics, the preceding academic year may be taken for the data to be entered in the 'data capturing format' of the portal. Wherever the requirement of current year data is mentioned, use the data of last completed academic year.

I. MANDATORY DISCLOSURE ON HEI's WEBSITE

To ensure the transparency in the process of Assessment and Accreditation, it is necessary for the Higher Educational Institutions to upload the SSR along with other relevant documents on the Institutional website. Thus, it is suggested to create a separate NAAC tab/link/webpage on the Higher Educational Institution's website and upload the following documents and retain till the validity period of the Accreditation is over:

1) Pdf format of the SSR to be hosted on the institutional website, only after completion of DVV process.
2) Data templates uploaded along with the SSR (in password protected mode, if necessary).
3) Annual Quality Assurance Report (AQAR – Year wise)
4) Accreditation outcome document viz., Certificate, Grade sheet, etc.

Higher Educational Institutions (HEI's) may suitably design their NAAC tab/link to accommodate all relevant documents.

SECTION-B

Data Requirements for Self - Study Report (SSR)

This section gives details of various data required for filling up the online format of the Self - Study Report, viz.,

1. *Executive Summary*
2. *Profile of the Institution*
3. *Extended Profile of the Institution*
4. *Quality Indicator Framework (QIF)*
5. *Data Templates / Documents (Quantitative Metrics)*

1. Executive Summary

Every HEI applying for the A&A process shall prepare an Executive Summary highlighting the main features of the Institution including

- **An introductory Note** on the Institution: location, vision mission, typeof the institution and so on.
- **Criterion-wise Summary** on the Institution's functioninginnotmore than 250 words for each criterion.
- A Brief note on **Strength Weaknesses Opportunities and Challenges(SWOC)** in respect of the Institution.
- **Any additional information** about the Institution other than the onesalready stated.
- **A**Executive **summary**about the institution's over all functioning in not be more than 5000 words

2. Profile of the College

1. Name and Address of the College:

Name:		
Address:		
City:	Pin:	State:
Website:		

2. For communication:

Designation	**Name**	**Telephone with STD code**	**Mobile**	**Fax**	**Email**
Principal / Dean / Director		O: R:			
Vice Principal		O: R:			
Steering Committee / IQAC Co-ordinator		O: R:			

3. Status of the College:
   - Autonomous College
   - Constituent College
   - Affiliated College
   - Any other (specify)

4. Name of University to which the College is affiliated :

5. Type of College:

Allied Health Sciences	
Ayurveda	
Dentistry	
Homoeopathy	
Medicine	
Nursing	
Physiotherapy	
Siddha	
Unani	
Yoga and Naturopathy	
Others (specify and provide details)	

6. Source of funding:

Central Government	
State Government	
Grant-in-aid	
Self-financing	
Trust	
Society	
Company	
Any other (specify)	

7. Date of establishment of the College: …… (dd/mm/yyyy)

8. a. Details of UGC recognition / subsequent recognition (if applicable):

Under Section	Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*		
ii. 12B*		

* Enclose the certificate of recognition, if applicable

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

Under Section/clause	Day, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the Certificate of recognition/approval)

9. Has the College been recognized for its outstanding performance by any national / international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?
   Yes ☐ No ☐
   If yes, name of the agency ……
   date of recognition: …… (dd/mm/yyyy)
   nature of recognition ……

10. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area			

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify)

11. Does the College conform to the specification of Degrees as enlisted by the UGC?
    Yes ☐ No ☐
    If the College uses any other nomenclatures, specify.
12. Academic programs offered and student enrolment: (Enclose the list of academic programs

offered and approval / recognition details issued by the statutory body governing the program)

Programs	Number of Programs	Number of students enrolled
UG		
PG		
DNB		
Integrated Masters		
Integrated Ph.D.		
M.Phil.		
Ph.D.		
Certificate		
Diploma		
PG Diploma		
D.M. / M.Ch.		
Sub / Super specialty Fellowship		
Any other (specify)		
Total		

13. Provide information on the following general facilities (campus-wise):

- Auditorium/seminar complex with infrastructural facilities — Yes ☐ No ☐

- Sports facilities
  * Outdoor — Yes ☐ No ☐
  * Indoor — Yes ☐ No ☐

- Residential facilities for faculty and non-teaching staff — Yes ☐ No ☐

- Cafeteria — Yes ☐ No ☐

- Health centre
  * First aid facility — Yes ☐ No ☐
  * Outpatient facility — Yes ☐ No ☐
  * Inpatient facility — Yes ☐ No ☐
  * Ambulance facility — Yes ☐ No ☐
  * Emergency care facility — Yes ☐ No ☐
  * Health centre staff
    Qualified Doctor Full time ☐ Part-time ☐
    Qualified Nurse Full time ☐ Part-time ☐

- Facilities like banking, post office, book shops, etc. — Yes ☐ No ☐

- Transport facilities to cater to the needs of the students and staff — Yes ☐ No ☐

- Facilities for persons with disabilities — Yes ☐ No ☐

- Animal house Yes ☐ No ☐
- Power house Yes ☐ No ☐
- Fire safety measures Yes ☐ No ☐
- Waste management facility, particularly bio-hazardous waste Yes ☐ No ☐
- Renewable / Alternative sources of energy Yes ☐ No ☐
- Any other facility (specify). Yes ☐ N ☐

14.Working days / teaching days during the past five academic years

	Working days				Teaching days			
Number stipulated by the Regulatory Authority								
Number by the Institution								

('Teaching days' means days on which classes/clinics were held. Examination days are not to be included here.)

15.Has the College been reviewed or audited by any regulatory authority in the last five years? Yes /No

16.Number of positions in the College

Positions	**Teaching faculty**						**Non-teaching staff**	**Technical staff**
	Professor	Associate Professor /Reader	Assistant Professor	Lecturer	Tutor /Clinical Instructor	Senior Resident		
Sanctioned by the Government Recruited Yet to recruit								
Sanctioned by the Management/Society or other authorized bodies Recruited Yet to recruit								
Stipulated by the regulatory authority Cadre ratio Recruited Yet to recruit								
Number of persons working on contract basis								

17.Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/ Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
Permanent teachers												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./ M.S.												
PG, DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
Temporary teachers												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./ M.S.												
PG DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
Contractual teachers												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./ M.S.												
PG, DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS												
M.Phil.												
UG												
Part-time teachers												
D.M./ M.Ch.												
Ph.D./D.Sc./D.Litt/M.D./ M.S.												
PG, DNB, M.Sc., MDS., MPT, MPH, MHA)												
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS												
M.Phil.												
UG												

18. Emeritus, Adjunct and Visiting Professors.

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number						

19. Hostels

- Boys' hostel
    i. Number of hostels
    ii. Number of inmates
- Girls' hostel
    i. Number of hostels
    ii. Number of inmates
- Hostel for interns
    i. Number of hostels
    ii. Number of inmates
- PG Hostel
    i. Number of hostels
    ii. Number of inmates

20. Students enrolled in the institution during the current academic year, with the following details:

Students	UG	PG			M.Phil	Ph.D.
		PG	DM	MCH		
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F
From the state where the institution is located						
From other states						
NRI students						
Foreign students						
Total						

*M-Male *F-Female

21. Health Professional Education Unit / Cell / Department
- Year of establishment ……
- Number of continuing education programs conducted (with duration)
    - Induction
    - Orientation
    - Refresher
    - Post Graduate

22. Any other relevant data, the institution would like to include (not exceeding one page).

2(a) : Institutional preparedness for NEP:

(Description in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.

b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain

d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?

f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and

soft skills of students in alignment with National Skills Qualifications Framework

b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

d) Enlist the institution's efforts to:

i. Design a credit structure to ensure that all students take at least one vocational course before graduating.

ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

v. Skilling courses are planned to be offered to students through online and/or distance mode.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

b) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

c) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

d) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

e) Describe the efforts of the institution to preserve and promote the following:

i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered

etc.)

ii. Indian ancient traditional knowledge

iii. Indian Arts

iv. Indian Culture and traditions.

f) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

5. Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

3. Extended Profile of the Institution

1 Student:

1.1 Number of students year-wise during the last five years

Year					
Number					

1.2 Number of outgoing/ final year students year-wise during the last five years

Year					
Number					

1.3 Number of first year students admitted year-wise in the last five years

Year					
Number					

2Teachers:

2.1 Number of full time teachers year-wise during the last five years

Year					
Number					

2.2 Number of Sanctioned posts year-wise during the last five years

Year					
Number					

3. Institution:

3.1Total expenditure excluding salary year wise during the last five years (INR in lakhs)

Year					
Number					

4. Quality Indicator Framework (QIF)

Essential Note:

The SSR has to be filled in an online format available on the NAAC website.
The QIF described below presents the Metrics under each Key Indicator (KI) for all the seven Criteria.

While going through the QIF, details are given below each Metric in the form of:

- *data required*
- *formula* for calculating the information, wherever required, and
- *File description – for uploading of document* where so-ever required.

These will help the Institutions in the preparation of their SSR.

For Qualitative Metrics (Q_lM) which seek descriptive data, it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand.

For the Quantitative Metrics (Q_nM) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. *That is the actual online format seeks **only** data in specified manner which will be processed digitally*.

Metric-wise weightages are also given.

The actual online format may change slightly from the QIF as detailed in this Manual, in order to bring compatibility with the IT design. Observe this carefully while filling up.

Unified Manual for Health Sciences Colleges in RAF

(Applicable for all cycles including Re-Assessment for Grade Improvement)

Part-A 900 Weightage points
Common to all types of Health Sciences Colleges

Criterion 1 – Curricular Aspects (80)

Key Indicator – 1.1 Curricular Planning and Implementation (15)

Metric No.		Weightage
1.1.1 Q_lM	***The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.*** Provide description of above mentioned process within 500 words Provide weblink to: • Minutes of the meeting of the college curriculum committee. • Any other relevant information.	**10**
1.1.2 Q_nM	***Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)*** Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Data requirement: (As per Data Template) • Number of teachers participated • Name of the body in which fulltime teachersparticipated • Total number of teachers Formula $\frac{\text{Number of fulltime teachers participating in such bodies during the last five years}}{\text{Average number of full time teachers during the last five years}} \text{ X } \mathbf{100}$ Upload: • Details of participation of teachers in various bodies • Scanned copies of the letters supporting the participation of teachers • Any other relevant information	**5**

Key Indicator- 1.2 Academic Flexibility (20)

Metric No.		Weightage
1.2.1 QnM	***Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years*** 1.2.1.1: Number of *courses* offered across all *programmes* during the last five years 1.2.1.2: Number of inter-disciplinary /inter-departmentalcourses /training offered during the last five years Formula: **Number of interdisciplinary /*interdepartmental* courses /training offered during the last five years** **---------- x100** **Number of courses offered across all programmes during the last five years** **Upload:** • List of Interdisciplinary /interdepartmental courses /training across all thethe programmes offered by the University during the last 5 years • Minutes of relevant Academic Council/BoS meetings • Institutional data in prescribed format (Data Template) • Any other relevant information	**10**
1.2.2 Q_nM	***Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years*** Number of students enrolled in subject-related Certificate or Diploma or add-on courses year-wise during the last five years Data Requirement: (As per Data Template) • Total number of students enrolled in certificate diploma/Add-on courses • Total number of students across all programs **Formula**: Percentage per year= $\frac{\text{Total number of students enrolled in Certificate ,Diploma or Add}-\text{on courses in a year}}{\text{Total number of students across all programs during that year}} \text{X100}$ $\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$ **Upload:** • Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses • Any other relevant information	**10**

Key Indicator- 1.3 Curriculum Enrichment (25)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>1.3.1.
Q_lM</td><td>The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Provide description of curriculum integration as per the above within 500 words

Provide weblink to :
• List of courses with their descriptions
• Any other relevant information</td><td>5</td></tr>
<tr><td>1.3.2.
Q_nM</td><td>Number of value-added courses offered during the last five years that impart transferable and life skills

Number of value-added courses offered during the last fiveyears that impart transferable and life skills

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of value-added courses offered</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for the last five years: (As per Data Template)
• Name of the value-added courses with 15 or more contact hours
• Number of times that a course is offered during a specified year
• Total number of students completing such course in the year

Upload:
• Brochure or any other document related to value-added course/s
• List of-value added courses (Data Template)
• Any other relevant information</td><td>5</td></tr>
</table>

1.3.3. Q_nM	***Average percentage of students enrolled in the value-added courses during the last five years***	**5**

Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

Year					
Number of students enrolled					

Data Requirement for the last five years:

- Names of the value-added courses with 15 or more contact hours
- Number of times a course was offered during the specified year
- Total number of students completing such course/s in the specified ear

Formula: Percentage per year=

$$\frac{\text{Number of students enrolled in the courses during a year}}{\text{Total number of students in that year}} \times 100$$

$$\text{Average percentage} = \frac{\Sigma \text{ percentage per year}}{5}$$

Upload:

- List of students enrolled in value-added courses (Data Template)
- Any other relevant information

1.3.4 QnM	***Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)*** Number of students undertaking field visits/ internships/research projects/industry visits/community postings Data Requirement: (As per Data Template) • Names of the programmes • Number of students undertaking field visits/ internships/research projects/industry visits/community postings • Total number of students in the Institution Formula: $\frac{\text{No. of students undertaking field visits, Clinical, industry internships, research projects, industry visits, community postings}}{\text{Total number of students}} \times 100$ **Upload:** • List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data Template) • Total number of students in the Institution • Any other relevant information	**10**

Key Indicator- 1.4 Feedback System (20)

Metric No.		Weightage
1.4.1. Q_nM	***Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders*** ***Structured feedback received from*** 1) Students ☐ 2) Teachers ☐ 3) Employers ☐ 4) Alumni ☐ 5) Professionals ☐ **Upload:** • Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee • URL for feedback report • Data template • Any other relevant information	**10**
1.4.2 Q_nM	***Feedback on curricula and syllabi obtained from stakeholders is processed in terms of*:**	**10**

	Options(*Optany onethat is applicable)***:** A. Feedback collected, analysed and action taken on feedback and relevant documents made available on the institutional website ☐ B. Feedback collected, analysed and action has been taken ☐ C. Feedback collected and analysed ☐ D. Feedback collected ☐ E. Feedback not collected ☐ **Upload:** • URL for stakeholder feedback report • Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC • Any other relevant information	

Criterion 2- Teaching- Learning and Evaluation (280)

Key Indicator- 2.1 Student Enrolment and Profile (20)

Metric No.		Weightage
2.1.1. Q_nM	***Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.*** ***Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years*** *Average percentage of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years* **Year** | | | | | | **Number of students admitted under the reserved categories** | | | | | | **Total number of seats earmarked for reserved categories** | | | | | | Formula: Percentage per year= $\frac{\text{Number of students admitted from the reserved categories in a year}}{\text{Number of seats earmarked for reserved categories in that year as per GOI or State Government rule}} \times 100$ $\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$	**5**

<table>
<tr><td></td><td>Upload:
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)
Final admission list published by the HEI
Admission extract submitted to the state OBC, SC and ST cell every year.
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.
Information as per data template
Any other relevant information</td><td></td></tr>
<tr><td>2.1.2 QnM</td><td>Average percentage of seats filled in for the various programmes as against the approved intake

Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of seats filled in</td><td>UG:
PG:
Super Specialty :</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of approved seats</td><td>UG:
PG:
Super Specialty :</td><td></td><td></td><td></td><td></td></tr>
</table>
Formula:

Percentage per year =

$\frac{Number\ \ of\ seats\ \ filled\ \ in\ for\ the\ various\ \ programmes\ \ \ in\ ayear}{Number\ \ of\ approved\ \ \ seats\ \ for\ the\ same\ \ programme\ \ \ in\ that\ year}$ X100

Average percentage = $\frac{\sum Percentage\ \ \ per\ \ year}{5}$

Upload:
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same
Data template
Any other relevant information</td><td>10</td></tr>
</table>

2.1.3 QnM	***Average percentage of Students enrolled demonstrates a national spread and includes students from other states*** Number of students enrolled from other states year-wise during the last five years 2.1.3.1 Number of students from other states year-wise, during the last five years 2.1.3.2 Total number of students enrolled in the specified year	**5**

Year					
Number of students enrolled from other states					
Total number of students enrolled in the specified year					

Formula:

Percentage per year = $\frac{Number\ of\ students\ from\ other\ states\ enrolled\ in\ the\ specified\ year}{Total\ number\ of\ students\ enrolled\ in\ the\ specified\ year}$X100

$$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$

Upload:

- List of students enrolled from other states year-wise during the last 5 years
- E-copies of admission letters of the students enrolled from other states
- Institutional data in prescribed format (Data Template)
- Any other relevant information

Key Indicator- 2.2. Catering to Student Diversity (25)

Metric No.		Weightage
2.2.1. Q_nM	***The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers*** **The Institution:** 1. Follows measurable criteria to identify slow performers ☐ 2. Follows measurable criteria to identify advanced learners ☐ 3. Organizes special programmes for slow performers ☐ 4. Follows protocol to measure student achievement ☐ **Upload:** • Criteria to identify slow performers and advanced learners and assessment methodology • Details of special programmes for slow performers and advanced	**10**

	learners • Student participation details and outcome records • Any other relevant information	
2.2.2. Q_nM	***Student - Fulltime teacher ratio (data for the preceding academic year)*** Data Requirement: • Total number of students enrolled in the College • Total number of fulltime teachers in the College Formula: No. of Students **:** No. of full time Teachers **Upload :** • List of students enrolled in the preceding academic year • List of full time teachers in the preceding academic year in the University • Institutional data in prescribed format (data Templates) • Any other relevant information	**5**
2.2.3 **Q_lM**	***Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)*** Describe the initiatives to facilitate innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc) within 500 words. **Provide web link to** • Appropriate documentary evidence • Any other relevant information	**10**

Key Indicator- 2.3. Teaching- Learning Process (45)

Metric No.		Weightage
2.3.1. Q_lM	***Student-centric methods are used for enhancing learning experiences by:*** • Experiential learning • Integrated/interdisciplinary learning • Participatory learning • Problem solving methodologies • Self-directed learning • Patient-centric and Evidence-Based Learning • Learning in the Humanities • Project-based learning • Role play	**10**

	Response to be provided within 500 words **Provide weblink to:** • Learning environment facilities with geotagging • Any other relevant information	
2.3.2 **QnM**	***Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning*** **The Institution:** 1. has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. ☐ 2. has advanced simulators for simulation-based training ☐ 3. has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. ☐ 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning ☐ **Upload :** • List of clinical skills models. • Geo-tagged photographs of clinical skills lab and simulation centre • List of training programmes conducted in the facilities during the last 5 years • Any other relevant information	**10**
2.3.3. **Q_lM**	***Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources*** Response to be provided within 500 words **Provide web link to:** • Details of ICT-enabled tools used for teaching and learning • List of teachersusing ICT-enabled tools (including LMS) • Webpage describing the "LMS/ Academic Management System" • Any other relevant information	**10**
2.3.4. **Q_nM**	***Student :Mentor Ratio (preceding academic year)*** Data Requirement • Number of mentors • Number of students assigned to each Mentor • Data Template Total number of mentors in the preceding academic year Total number of students in the preceding academic year Formula: Mentor : Mentee Ratio	**10**

	Upload • Details of fulltime teachers/other recognized mentors and students Any other relevant information	
2.3.5. **Q_lM**	***The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students*** Describe the process by providing examples to illustrate the development of creativity, analytical skills and innovation among students within 500 words Provide weblink to : • Appropriate documentary evidence • Any other relevant information	**5**

Key Indicator- 2.4 Teacher Profile and Quality (50)

Metric No.		Weightage
2.4.1. **Q_nM**	***Average percentage of fulltime teachers against sanctioned posts during the last five years*** Data Requirement for the last five years: • Number of fulltime teachers • Number of sanctioned posts Formula: Percentage per year = $\frac{\text{Number of fulltime teachers available in a year}}{\text{Total number of sanctioned posts in that year}}$ X 100 Average percentage = $\frac{\sum Percentage\ per\ year}{5}$ **Upload:** • Year-wise list of fulltime teachers and sanctioned posts for 5 years certified by the Head of the Institution (Data Template) • Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English) • Any other relevant information	**10**
2.4.2. **Q_nM**	***Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils/Affiliating Universities.***	**10**

	Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,)for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Year | | | | | | Number fulltime teachers | | | | | | Data Requirement for the last five years: • Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities /other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils***/Affiliating Universities*.** • Total number of fulltime teachers Formula**:** *No. of fulltime teachers with PhD/D.Sc./D.Lit./DM/M.Ch/DNB in super specialities /other PG degrees in Health Sciences* (like MD/ MS/ MDS etc.,)*for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils/**Affiliating Universities** in a year* ---------- *x 100* *Number of fulltime teachers in that year* Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload :** • List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees inHealth Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils***/Affiliating Universities***and the number of fulltime teachers for 5 years • Copies of Guide-ship letters or authorization of research guide provide by the university • Any other relevant information	
2.4.3. Q_nM	***Average Teaching experience of fulltime teachers in number of years (data for the preceding academic year)*** Average teaching experience of full-time teachers (cadre-wise) in number of years. Data Requirement: • List of fulltime teachers with number of years of teaching experience	**10**

	Formula: $\frac{\text{Sum total of techaing experience of fulltime teachers in the preceding academic year}}{\text{Number of fulltime teachers in the preceding academic year}}$ **Upload :** • List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template) • Any other relevant information	
2.4.4. Q_nM	***Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years*** • Number of fulltime teachers in the Institution during the last 5 years • Number of teachers trained for development and delivery of e-content / e-courses during the last 5 years	**10**

Year					
Number of teachers trained					
Total number of teachers					

Formula:

Percentage per year = $\frac{\textit{Number of fulltime teachers of the Institution trined during one year}}{\textit{Total number of fulltime teachers in that year}}$**X100**

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Upload:

- Reports of the e-training programmes
- e-contents / e-courses developed
- Year –wise list of full time teachers trained during the last 5 years
- Certificate of completion of training for development of *and delivery of e-contents / e-courses / video lectures / demonstrations*
- Web-link to the contents delivered by the faculty hosted in the HEI's website
- Any other relevant information

2.4.5 QnM	***Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years*** Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring,scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations*/ academies*during the last five years **Year** | | | | | | **Number of teachers who received awards etc.,** | | | | | | **Number of fulltime teachers** | | | | | | Percentage per year = $\frac{\textbf{Number of teachers who received awards etc., in a year}}{\textbf{Number of fulltime teachers in that year}} \textbf{X100}$ $\textit{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ Data Requirement for last five years: • List of fulltime teachers who received awards etc., from State, National, International levels from Govt. and Govt. – recognisedagencies • Data template **Upload** • Institutional data in the prescribed format/ Data Template • e-copies of award letters (scanned or soft copy) • Any other relevant information	**10**

Key Indicator- 2.5. Evaluation Process and Reforms (45)

Metric No.		Weightage
2.5.1. Q_lM	***The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent*** Provide a description within 500 words	**10**

	Provide weblink to: • Academic calendar • Dates of conduct of internal assessment examinations • Any other relevant information	
2.5.2. **Q_lM**	***Mechanism to deal with examination-related grievances is transparent, time-bound and efficient*** Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for re-assessment within 500 words Data requirement for the last five years: • Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years • Number of grievances regarding University examinations/Internal Evaluation • Any other relevant information	**15**
2.5.3. **Q_lM**	***Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system*** Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 500 words • Examination procedures • Processes integrating IT • Continuous internal assessment system • Competency-based assessment • Workplace-based assessment • Self assessment • OSCE/OSPE **Provide weblink:** • Information on examination reforms • Any other relevant information	**10**
2.5.4. **QnM**	***The Institution provides opportunities to students for midcourse improvement of performance through specific interventions*** Opportunities provided to students for midcourse improvement of performance through: 1. Timely administration of CIE ☐ 2. On time assessment and feedback ☐ 3. Makeup assignments/tests ☐ 4.Remedial teaching/support ☐	**10**

	Upload: • List of opportunities provided for the students for midcourse improvement of performance in the examinations • Information as per Data Template. • Policy document of midcourse improvement of performance of students • Re-test and Answer sheets • Any other relevant information	

Key Indicator- 2.6 Student Performance and Learning Outcome (45)

Metric No.		Weightage
2.6.1. Q_lM	***The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University;which are communicated to the students and teachers through the website and other documents*** Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory bodies and the University and the methods followed by the Institution for assessment of the same within 500 words. Provide Weblink to: • Relevant documents pertaining to learning outcomes and graduate attributes • Methods of the assessment of learning outcomes and graduate attributes • Upload Course Outcomes for all courses (exemplars from Glossary) • Any other relevant information	**10**
2.6.2 Q_nM	***Incremental performance in Pass percentage of final year students in the last five years*** 2.6.2.1: Number of final year students of all the programmes, who have qualified in the university examinations in each of the last five years. 2.6.2.2: Number of final year students of all the programmes, who appeared for the examinations in each of the last five years.	**15**

Year						
Number of final year students	UG					
	PG					
Total						

	Upload: • List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years. • Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years. • Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution • Trend analysis for the last five years in graphical form • Data Template • Any other relevant information	
2.6.3 **QlM**	***The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.*** Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 500 words. **Provide web link to** • Programme-specific learning outcomes • Any other relevant information	**10**
2.6.4 **QlM**	***Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis*** Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 500 words Provide weblink to: • Proceedings of parent –teachers meetings held during the last 5 years • Follow up reports on the action taken and outcome analysis. • Any other relevant information	**10**

Key Indicator- 2.7 Student Satisfaction Survey (50)

Metric No.		Weightage
2.7.1. **Q_nM**	***Online student satisfaction survey regarding teaching learning process*** Data Requirement: (As per Data Template) • Name/Class/Gender • Student Id Number • Mobile number • Email Id • Degree Programme (Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF) **Upload:** • Database of all currently enrolled students (Data Template) • Any other relevant information	**50**

Criterion 3- Research, Innovations and Extension (120)

Key Indicator 3.1 - Resource Mobilization for Research (17)

Metric No.		Weightage
3.1.1 QnM	***Percentage of teachers recognized as PG/ Ph.D research guides by the respective University*** 3.1.1.1. Number of teachers recognized as ***PG/*** Ph.D research guides during the last 5 years 3.1.1.2. Number of full time teachers in the Institution during the last five years **Formula :** $\frac{\text{Number of teachers recognized as PG/Ph. D research guides during the last 5 years}}{\text{Number of full time teachers during the last 5 years}} \times 100$ **Upload :** • List of full time teachers recognized as ***PG/*** Ph.D guides during the last 5 years. • List of full time teacher during the last five years. • Copies of Guide-ship letters or authorization of research guide provide by the university • Information as per Data Template • Any other relevant information	**6**

3.1.2 QnM

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

6

The Average percentage of teachers awarded national /international fellowships / financial supportfor advanced studies / collaborative research and conference participation in Indian and Overseas Institutions during the last five years.

Year					
Number of teachers awarded fellowships/financial support					

Formula:

Percentage per year =

$$\frac{\text{Number } \boldsymbol{of\ teachers\ awarded\ national, International\ fellowships, financial\ support\ for\ advanced\ studies/collaborative\ research\ and\ participation\ in\ conferences}}{\text{Total number of teachers in the Institution in that year}} X100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Data Requirements for last five years:

- List of the teachers awarded national/international fellowships / Financial support year-wise for the last 5 years
- List of the awards
- Year of Awards
- Awarding Agencies

Upload:

- Fellowship award letter / grant letter from the funding agency
- List of teachers and their national/international fellowship details (Data Templates)
- E-copies of the award letters of the teachers
- Any other relevant information

<table>
<tr>
<td>3.1.3
Q_nM</td>
<td>Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

3.1.3.1 Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years
3.1.3.2 Number of fulltime teachers who worked in the Institution during the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of research projects</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Amount/Funds Received</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data Requirements for the last five years:(As per Data Template)
• Names of Principal Investigators
• Duration of projects
• Names of research project/clinical trials
• Amount/Funds Received
• Names of funding agencies
• Year of sanction
• Departments of recipients

Upload:
• List of research projects and funding details during the last five years (Data Template)
• Supporting documents from Funding Agencies
• Link for funding agencies’ websites
• Any other relevant information</td>
<td>5</td>
</tr>
</table>

Key Indicator 3.2- Innovation Ecosystem (10)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr>
<td>3.2.1

Q_lM</td>
<td>The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge

Describe the available Incubation Centre and evidence of its functioning (activities) within 500 words

Provide weblink to :
• Geo tagged facilities and innovations made
• Any other relevant information</td>
<td>5</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Number of workshops/seminars conducted on Intellectual Property</td>
<td>5</td>
</tr>
</table>

Q_nM	***Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years*** **Year** | | | | | | **Number of workshops / seminars conducted** | | | | | | **Data Requirements for the last five years: (As per Data Template)** • Name of the workshops / seminars • Number of Participants • Dates (From -to) **Upload:** • List of workshops/seminars during last 5 years (Data Template) • Reports of the events • Any other relevant information	

Key Indicator 3.3- Research Publications and Awards (23)

Metric No.		Weigh tage
3.3.1. **Q_nM**	***The Institution ensures implementation of its stated Code of Ethics for research.*** The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: 1. There is an Institutional ethics committee which oversees the implementation of all research projects ☐ 2. All the projects including student project work are subjected to the Institutional ethics committee clearance ☐ 3. The Institution has plagiarism check software based on the Institutional policy ☐ 4. Norms and guidelines for research ethics and publication guidelines are followed ☐ **Upload** • Institutional Code of Ethics document • Minutes of meetings of the committees with reference to the code of ethics • Any other relevant information	**5**

3.3.2.

Q_nM

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the last five years

5

3.3.2.1 Number of Ph.D.s*/DM/M Ch/PG degrees in the respective disciplines* ***received*** *per recognized PG teachers* of the Institution during the last five years*

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

Formula:

$$\frac{\text{Number of Ph.D.s /DM/M.Ch/PG degrees in the respective disciplines } \textbf{\textit{received}} \text{ during the last five years}}{\text{Number of PG teachers recognized as guides by the University/ Regulatory Bodies during the last five years}}$$

* Eligible PG teachers are those who are recognized as PG/PhD guides by the University / respective Regulatory Bodies

Upload:

- List of Ph.D.s*/DM/MCh/PG degrees in the respective disciplines* ***received*** year-wise during the last five years
- List of teachers recognized as guides during the last five years
- Information as per Data Template
- Letter of PG guide recogniation from competent authority
- Any other relevant information

3.3.3.

Q_nM

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

8

Number of research papers *published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the last five years*

Year					
Number of papers					

Formula:

$$\frac{\text{Number of research papers } \textit{published in the Journals notified on UGC CARE list on UGCwebsite/Scopus/ Web of Science/ PubMed during the last five years}}{\text{Average number of Teachers during the last five years}}$$

Upload:

- List of papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed year-wise during the last five years
- Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list
- Information as per Data Template
- Any other relevant information

3.3.4. **Q_nM**	***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years***	**5**

Year					
Number					

Formula:

$$\frac{\text{Total number of books and chapters in edited volumes , books published, and papers in national/international conference proceedings during last five years}}{\text{Average number of full time teachers during the last five years}}$$

Upload:

- List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years
- Information as per Data Template
- Any other relevant information

Key Indicator 3.4 - Extension Activities (50)

Metric No.		Weightage
3.4.1 **Q_nM**	***Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organized bodies through NSS/NCC during the last five years.***	**10**

Year					
No. of extension / outreach activities					

Upload:

- List of extension and outreach activities year-wise during the last five years
- List of students in NSS/NCC involved in the extension and outreach activities year-wise during the last five years
- Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated
- Any other relevant information

3.4.2 **QnM**	**Average percentage of students participating in extension and outreach activities during the last 5 years** | Year					
---	---	---	---	---	---
No. of students participating in extension / outreach activities					| **Formula:** Percentage per year = $\frac{\text{Number of students participating in extension outreach activities in a year}}{\text{Total number of students in the Institution in that year}}$ X 100 Average percentage = $\frac{\sum \textit{Percentage per year}}{5}$ Data Requirement for the last five years: (As per Data Template) • **Details of students participating in extension and outreach activities as per 3.4.1** • Programmes **through NSS/NCC *etc.*,** • Names of the collaborating agencies: non-government, industry, community with contact details • Number of students who participated in each of the programmes **Upload:** • Reports of the events organized • Data template • List of extension and outreach activities conducted with industry, community etc for the last five years (Data Template) • List of students who participated in extension activities year-wise during the last 5 years • Geotagged photographs of extension activities	**15**
3.4.3 **Q_IM**	***Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years*** Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies year-wise during the last five years within 500 words | Year					
---	---	---	---	---	---
Number of awards / recognitions					| Data Requirement for the last five years: • Names of the activities • Names of the Awards/recognitions • Names of the Awarding Government agency/other recognized bodies • Year of the Awards **Provide weblink to:**	**10**

	• List of awards for extension activities in the last 5 year • e-copies of the award letters • Any other relevant information	
3.4.4 QlM	***Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the last five years.*** Describe the impact of extension activities in sensitising students to social issues and holistic development within 500 words. **Provide Weblink to:** • Geo-tagged photographs • Details of Institutional social responsibility activities in the neighbourhood community during the last 5 years • Any other relevant information	**15**

Key Indicator - 3.5 Collaboration (20)

Metric No.		Weightage
3.5.1. **Q_nM**	***Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years*** Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Year | | | | | | Number of collaborative activities | | | | | | Data Requirements for the last five years: (As per Data Template) • Titles of the collaborating activities • Names of the collaborating agencies with contact details • Source of financial support • Year of collaboration • Duration (From-To) • Nature of activities **Formula:** $\frac{\text{Total number of collaborative activities during the last five years}}{5}$	**10**

<table>
<tr><td></td><td>Upload:
List of collaborative activities for research, faculty /student exchange etc. (Data template)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated
Certified copies of collaboration documents and exchange visits
Any other relevant information</td><td></td></tr>
<tr><td>3.5.2.

Q_nM</td><td>Total number ofFunctional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years

Number of functional MoUs with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. year-wise during the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of MoUs / linkages</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for the last five years: (As per Data Template)
Title of the MoU
Names of the partnering Institutions/ Industries /research labs with contact details
Year of commencement
Duration (From-to)
Nature of MoUs
Details of activities
Upload
List of functional MoUs for the last 5 years
List of partnering Institutions/ Industries /research labs with contact details
E-copies of the MoU’s with institution/ industry/ corporate house, Indicating the start date and completion date
Any other relevant information</td><td>10</td></tr>
</table>

Criterion 4 - Infrastructure and Learning Resources (100)

Key Indicator – 4.1 Physical Facilities (25)

Metric No.		Weightage
4.1.1 **QlM**	***The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.*** Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 500 words **Provide weblink to:** • List of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above. • Geo-tagged photographs • Any other relevant information	**10**
4.1.2 **QlM**	***The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities*** Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 500 words **Provide weblink to :** • List of available sports and cultural facilities • Geo-tagged photographs • Any other relevant information	**5**
4.1.3. **QlM**	***Availability and adequacy of general campus facilities and overall ambience:*** Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 500 words) **Provide weblink to:** • Geo-tagged photographs of Campus facilities • Any other relevant information	**5**

4.1.4. **Q_nM**	***Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years***	**5**

Year					
Amount (INR in lakhs)					

Data Requirement for the last five years: (As per Data Template)

- Budget allocated for infrastructure development and augmentation
- Total expenditure excluding salary

Formula:

$$\text{Percentage per year} = \frac{\text{Expenditure on infrastructure development and augmentation exluding salary for a year}}{\text{Total expenditure excluding salary for that year}} \text{ X } 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Audited utilization statements (highlight relevant items)
- Details of budget allocation, excluding salary during the last five years (Data Template)
- Any other relevant information

Key Indicator - 4.2 Clinical, Equipment and Laboratory Learning Resources (20)

Metric No.		Weightage
4.2.1 **QlM**	***Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies*** Describe the adequacy of the Teaching Hospital, equipment, clinical teaching- learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 500 words **Provide Weblink to:** • The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging • The list of facilities available for patient care, teaching-learning and research • Any other relevant information	**7**

<table>
<tr>
<td>4.2.2
QnM</td>
<td>Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

<u>4.2.2.1</u>: Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

<u>4.2.2.2</u>: Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No. of outpatients</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No. of inpatients</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Total Patients in Five years:
Average=Total number of patients (OP+IP) in last Five years/5
Upload:

Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.
Year-wise outpatient and inpatient statistics for the last 5 years
Link to hospital records / Hospital Management Information System
Any other relevant information

</td>
<td>4</td>
</tr>
<tr>
<td>4.2.3

QnM</td>
<td>Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the last five years
<u>4.2.3.1</u>: Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden(in house OR hired) year-wise during the last five years.
<u>4.2.3.2</u>: Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No. of UG Students exposed</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>No. of PG Students exposed</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Total number of students (UG+PG) utilised the resources/5=Average number of students per year
Upload:

Detailed report of activities and list of students benefitted due to exposure to learning resource
Details of the Laboratories, Animal House & Herbal Garden
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden(in house OR hired) per yearbased on time-table and attendance
Any other relevant information

</td>
<td>03</td>
</tr>
</table>

4.2.4 **QnM**	***Availability of infrastructure for community based learning*** **Institution has:** 1. Attached Satellite Primary Health Center/s ☐ 2. Attached Rural Health Center/s other than College teaching hospital available for training of students ☐ 3. Residential facility for students / trainees at the above peripheral health centers / hospitals ☐ 4. Mobile clinical service facilities to reach remote rural locations ☐ **Upload:** • Description of community-based Teaching Learning activities • Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities • Government Order on allotment/assignment of PHC to the institution • Any other relevant information	**6**

Key Indicator – 4.3 Library as a learning Resource (20)

Metric No.		Weightage
4.3.1. **Q_lM**	***Library is automated using Integrated Library Management System (ILMS)*** Describe the Management System of the Library within 500 words • Name and features of the ILMS software • Nature and extent of automation (full or partial) • Year of commencement and completion of automation **Provide weblink to:** • Geo-tagged photographsof library facilities • Any other relevant information	**4**
4.3.2. **Q_lM**	***Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment*** Provide details of the total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment within 500 words	**3**

	Data Requirement for the last five years: Provide a description of library acquisition / enrichment including • Names of the books/journals /manuscripts • Names of the publishers • Names of the authors • Number of copies • Year of publication **Provide weblink to:** • Data on acquisition of books / journals /Manuscripts / ancient books etc., in the library. • Geotagged photographs of relevant library sections • Any other relevant information	
4.3.3. Q_nM	***Does the Institution have an e-Library with membership / registration for the following:*** 1. e – journals / e-books consortia ☐ 2. E-Shodh Sindhu ☐ 3. Shodhganga ☐ 4. SWAYAM ☐ 5. Discipline-specific Databases ☐ Data Requirement for the last five years: (As per Data Template) • Details of memberships/subscriptions • Details of e-resources with full text access • Details of subscriptions with validity period • Data template. **Upload:** • Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template) • E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted • Any other relevant information	**3**
4.3.4 **Q_nM**	***Average annual expenditure for the purchase of books and journals including e-journals during the last five years*** Annual expenditure for the purchase of books and journals including e-journalsyear-wise during last five years (INR in Lakhs)	**5**

Year					
Amount (INR in Lakhs)					

	Data Requirement for the last five years: (As per Data Template) • Expenditure on the purchase of books • Expenditure on the purchase of journals including e-journalsin the i^{th}year • Year of Expenditure Formula: $\frac{1}{5}X\sum_{i=1}^{5}Expd_i$ Where:**Expd$_i$=** Expenditure in rupees on the purchase of books **including e-journals** in the i^{th}Year **Upload:** • **Audited Statement highlighting the expenditure for purchase of books and journal / library resources.** • Details of annual expenditure for the purchase of books and journals including e-journals year-wise during the last five years (Data Template) • Any other relevant information	
4.3.5 **Q$_l$M**	***In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the preceding academic year)*** Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 500 words **Provide weblink to:** • Details of library usage by teachers and students • Details of learner sessions / Library user programmes organized • Any other relevant information	**2**
4.3.6 **QnM**	***E-content resources used by teachers:*** 1. MOOCs Platforms ☐ 2. SWAYAM ☐ 3. Institutional LMS ☐ 4. e-PG-Pathshala ☐ 5. Any other ☐ **Upload:** • Links to documents of e-contentsused • Data Template • Any other relevant information	**3**

Key Indicator- 4.4 IT Infrastructure (15)

Metric No.		Weightage
4.4.1 **Q_nM**	***Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)*** Formula: $\frac{\text{Number of classrooms ,seminar halls and demonstration rooms linked with internet ,Wi−Fi enabled ICT facilities}}{\text{Total number of classrooms ,seminar halls and demonstration room in the Institution}} \text{X100}$ Data Requirements: (As per Data Template) **Upload:** • Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template) • Geo-tagged photographsof the facilities • Any other relevant information	**5**
4.4.2 **QlM**	***Institution frequently updates its IT facilities and computer availability for students including Wi-Fi*** Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 500 words **Provide weblink to:** • Documents related to updation of IT, computer availability and Wi-Fi facilities • Any other relevant information	**5**
4.4.3 **QnM**	***Available bandwidth of internet connection in the Institution (Leased line)*** Optany one: A. ≥1 GBPS ☐ B. 500 MBPS - 1 GBPS ☐ C. 250 MBPS - 500 MBPS ☐ D. 50 MBPS - 250 MBPS ☐ E. <50 MBPS ☐ **Upload:** • Details of available bandwidth of internet connection in the Institution • Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth • Any other relevant information	**5**

Key Indicator – 4.5 Maintenance of Campus Infrastructure (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>4.5.1

Q_nM</td><td>
Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component as a percentage during the last five years
<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Amount INR in Lakhs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Data Requirement for the last five years: (As per Data Template)

Details of non-salary expenditure incurred on the maintenance of physical facilities and academic support facilities for the last 5 years in INR lakhs

Formula:
Percentage per year =
$$\frac{\text{Expenditure on the maintenance of physicd and academic support facilities excluding salary component for a year}}{\text{Total expenditure on maintenance excluding salary for that year}} \text{X100}$$
$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$
Upload:

Audited statements of accounts on maintenanceo f physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer.
Details about approved budget and expenditure on physical and academic support facilities (Data Templates)
Any other relevant information

</td><td>10</td></tr>
<tr><td>4.5.2
Q_lM</td><td>
There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.
Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 500 words.
Provide weblink to:

Minutes of the meetings of the Maintenance Committee
Log book or other records regarding maintenance works
Any other relevant information
Geo-tagged photographs

</td><td>10</td></tr>
</table>

Criterion 5- Student Support and Progression (120)

Key Indicator- 5.1 Student Support (45)

<table>
<tr><th>Metric No.</th><th></th><th>Weight age</th></tr>
<tr><td>5.1.1

Q_nM</td><td>

Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution -year-wise during the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of students benefited</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data Requirement for the last five years:(As per Data Template)

- Name of the scheme
- Number of students benefited

Formula:

$$\text{Percentage per year} = \frac{\text{Number of students benefited by } \textit{scholarships, free ships, fee-waivers by Governmental, non-Governmental agencies or the Institution in a year}}{\text{Number of students in that year}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Upload :

- Attested copies of the sanction letters from the sanctioning authorities
- List of students who received scholarships/ freeships /fee-waivers
- Data Template
- Any other relevant information

</td><td>10</td></tr>
<tr><td>5.1.2.

Q_nM</td><td>

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development ☐
2. Language and communication skill development ☐
3. Yoga and wellness ☐
4. Analytical skill development ☐
5. Human value development ☐
6. Personality and professional development ☐
7. Employability skill development ☐

</td><td>15</td></tr>
</table>

	Data Requirement: (As per Data Template) • Name of the capability enhancement scheme • Year of implementation • Number of students enrolled • Name of the agencies involved with contact details **Upload:** • Link to Institutional website • Details of capability enhancement and development schemes (Data Template) • Any other relevant information • Geo-tagged photographs	
5.1.3. **Q_nM**	***Average percentage of students provided training and guidancefor competitive examinations and career counseling offered by the Institution during the last five years*** Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution year-wise during the last five years Year | | | | | | Number of students | | | | | | Data Requirement for the last five years (As per Data Template) • Name of the scheme • Number of students who passed in competitive exams • Number of students placed **Formula:** Percentage per year = $\frac{\text{Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution in a year}}{\text{Total number of students in that year}} \times 100$ $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:** • List of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template) • Institutional website. Web-link to particular program/scheme mentioned in the metric • Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres • Year-wise list of students attending each of these schemes signed by competent authority • Any other relevant information	**5**

5.1.4. **Q_lM**	***The Institution has an active international student cell to facilitate study in India program etc..,*** Describe the international student cell activities within 500 words Provide weblink to : • for international student cell • Any other relevant information	**2**
5.1.5. **Q_nM**	***TheInstitutionhasatransparentmechanismfortimelyredressalof studentgrievances / prevention of sexual harassment / prevention of ragging*** 1. Adoption of guidelines of Regulatory bodies ☐ 2. Presence of the committee and mechanism for receiving student grievances (online/ offline) ☐ 3. Periodic meetings of the committee with minutes ☐ 4. Record of action taken ☐ Data Requirement: (As per Data Template) **Upload** • Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell • Circular/web-link/ committee report justifying the objective of the metric • Details of student grievances and action taken (Data Template) • Any other relevant information	**13**

Key Indicator- 5.2 Student Progression (40)

Metric No.		Weigh tage
5.2.1 **Q_nM**	***Average percentage of students qualifying in state/ national/ international level examinations (eg: GATE/GMAT/GPAT /CAT/ NEET/ GRE/ TOEFL/PLAB/USMLE/AYUSH/CivilServices/Defence/UPSC/State Government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the last five years*** 5.2.1.1: Number of students qualifying in state/ national/ international level examinations (eg:GATE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)during the last five years -	**10**

	5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/GMAT/ **GPAT** /CAT/NEET/GRE/TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)during the last five years Year | | | | | | Number of students-Qualifying | | | | | | Number of students-Appeared | | | | | | Number of students qualified in: • GATE · GMAT · GPAT · CAT · NEET · GRE · TOEFL · AYUSH **Formula:** $\frac{Total\ number\ of \text{ Number of students clearing state or national or international level examinations } during\ the\ last\ five\ years}{Total\ number\ of \text{ Number of students appearing in state or national or international level examination during the last five years}} \times X\ 100$ **Upload:** • List of students qualifying in state/ national/ international level examinations during the last five years (Data Template) • Pass Certificates of the examination • Copies of the qualifying letters of the candidate • Any other relevant information	
5.2.2. **Q_nM**	***Average percentage of placement / self-employment (in relevant field) in professional services of outgoing students during the last five years*** Number of outgoing students who got placed / self-employed year-wise during the last five years Year | | | | | | Number of students placed/self-employed | | | | | | Data Requirement for the last five years: (As per Data Template) • Name of the employer with contact details • Names of self-employed professionals with Register Number and contact details • Number of students placed	**15**

	Formula: Percentage per year= $\frac{\text{Number of outgoing students placed in a year}}{\text{Total number of outgoing students in that year}}$ X 100 Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ **Upload:** • Annual reports of Placement Cell. • Self-attested list of students placed / self-employed • Details of student placement / self-employment during the last five years (Data Template) • Any other relevant information	
5.2.3 QnM	***Percentage of the batch of graduated students of the preceding year, who have progressed to higher education*** Number of outgoing student progression to higher education Data for the preceding academic year (As per Data Template) Number of students proceeding from • UG to PG: • PG to DM/ M. Ch/DNB (Super specialties) • PG to PhD: • PhD to Post doctoral: **Formula:** $\frac{\text{Number of } last\ batch\ of\ graduated \text{ students who have progressed to higher education}}{\text{Total number of graduating students in that year}}$ **Upload:** • Supporting data for students/alumnias per data template • Details of student progression to higher education (Data Template) • Any other relevant information	**15**

Key Indicator- 5.3 Student Participation and Activities (25)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>5.3.1

Q_nM</td><td>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years.

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of awards/medals</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for the last five years: (As per Data Template)
Name of the award/ medal
National/ International
Sports/ Cultural
Upload:
Duly certified e-copies of award letters and certificates
Any other relevant information</td><td>10</td></tr>
<tr><td>5.3.2

Q_lM</td><td>Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies / committees of the Institution within 500 words

Provide weblink to :
Reports on the student council activities
Geo-tagged photographs
Any other relevant information</td><td>5</td></tr>
<tr><td>5.3.3.
Q_nM</td><td>Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of events</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Data Requirement for last five years: (As per Data template)</td><td>10</td></tr>
</table>

	Formula: $\frac{\text{Number of sports and cultural activities or competitions organized by the Institution during the last 5 years}}{5}$ **Upload:** • List of sports and cultural activities / competitions organized per year during the last five years (Data Template) • Report of the events with photographs • Any other relevant information	

Key Indicator- 5.4 Alumni Engagement (10)

Metric No.		Weightage
5.4.1 **Q_lM**	***TheAlumniAssociation is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the last five years.*** Describe the contributions of the Alumni Association to the Institution during the last five years within 500 words **Provide weblink to:** • Registration of Alumini association. • Details of Alumni Association activities • Frequency of meetings of Alumni Association with minutes • Quantum of financial contribution • Audited statement of accounts of the Alumni Association	**5**
5.4.2 **Q_nM**	***Provide the areas of contribution by the Alumni Association / chapters during the last five years*** 1. Financial / kind ☐ 2. Donation of books /Journals/ volumes ☐ 3. Students placement ☐ 4. Student exchanges ☐ 5. Institutional endowments ☐ **Upload:** • List of Alumni contributions made during the last 5 years • Extract of Audited statements of highlighting Alumni Association contribution • Certified statement of the contributions by the head of the Institution. • Any other relevant information	**5**

Criterion VI - Governance, Leadership and Management (100)

Key Indicator- 6.1 Institutional Vision and Leadership (10)

Metric No.		Weightage
6.1.1 **QlM**	***The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance.*** Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.Response to be provided within 500 words **Provide web link for:** • Vision and Mission documents approved by the College bodies • Achievements which led to Institutional excellence • Any other relevant information	**5**
6.1.2 **QlM**	***Effective leadership is reflected in various Institutional practices such as decentralization and participative management.*** Describe the organogram of the college management structure and its functioning system highlighting decentralised and participatory management and its outcomes in the Institutional governance within 500 words **Provide weblink to:** • Relevant information / documents • Any other relevant information	**5**

Key Indicator- 6.2 Strategy Development and Deployment (10)

Metric No.		Weightage
6.2.1 **QlM**	***The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 500 words*** **Provide web link to:** • Organisational structure • Strategic Plan document(s) • Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan • Any other relevant information	**5**

6.2.2. **Q_nM**	***Implementation of e-governance in areas of operation*** 1. Academic Planning and Development ☐ 2. Administration ☐ 3. Finance and Accounts ☐ 4. Student Admission and Support ☐ 5. Examination ☐ Upload: • Data template • Institutional budget statements allocated for the heads of E_governanceimplementation • e-Governance architecture document • Screen shots of user interfaces • Policy documents • Any other relevant information	**5**

Key Indicator- 6.3 Faculty Empowerment Strategies (30)

Metric No.		Weightage
6.3.1 **Q_lM**	***The Institution has effective welfare measures for teaching and non-teaching staff*** **Provide web link to:** • Policy document on the welfare measures • List of beneficiaries of welfare measures • Any other relevant document	**5**
6.3.2 **Q_nM**	***Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years*** Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years Year | | | | | | Number of teachers provided with financial support | | | | | | Data Requirement for the last five years: (As per Data Template) • Name of the teacher • Name of conference/ workshop attended for which financial support was provided • Name of the professional body for which membership fee is provided	**7**

	Percentage per year = $\frac{\text{Number of teachers provided with financial support to attend conferences , workshops and towards membership fee of professional bodies in a year}}{\text{Total number of fulltime teachers in that year}} \text{X100}$ Average percentage = $\sum \frac{\text{Percentage per year}}{5}$ **Upload:** • Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template) • Policy document on providing financial support to teachers • List of teachers provided membership fee for professional bodies • Receipts to be submitted • Any other relevant information	
6.3.3 Q_nM	***Average number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching/technical staff during the last five years*** (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) Total number of professional development /administrative training programmes organized by the Institution for teaching and non-teaching ***/technical*** staff year-wise during the last five years **Year** | | | | | | **Number of training programmes** | | | | | | Data Requirement for last five years: (As per Data Template) • Title of the professional development Programme organised for teaching staff • Title of the administrative raining Programme organised for non-teaching staff • Dates (From- to) **Formula:** $\frac{\text{Total Number of professional development and administrative training programmes organised for teaching, non} - \text{teaching and technical staff during the last five years}}{5}$ **Upload:** • List of professional development / administrative training programmes organized by the Institution during the last five years and the lists of participants who attended them (Data template)	**6**

<table>
<tr><td></td><td>

- Reports of Academic Staff College or similar centers Verification of schedules of training programs
- Copy of circular/ brochure/report of training program self conducted program may also be considered
- Any other relevant information

</td><td></td></tr>
<tr><td>6.3.4
Q_nM</td><td>

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the last five years (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

<table>
<tr><td>Years</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Data Requirement for the last five years: (As per Data Template)

- Names of teachers who have undergone such programmes
- Title of the Programme
- Duration (From –to)

Formula:

Percentage per year =

$$\frac{\text{Number of teachers whohave attended such programme in a year}}{Total\ number\ of\ fulltime\ teacher\ in\ that\ year} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- AQARs for the last five years
- Details of teachers who have attended FDPs during the last five years (Data Template)
- E-copy of the certificate of the program attended by teacher
- Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution
- Any other relevant information

</td><td>6</td></tr>
<tr><td>6.3.5
Q_lM</td><td>

Institution has Performance Appraisal System for teaching and non-teaching staff

Describe the functioning of the Performance Appraisal System for teaching and non-teaching staff within 500 words

Provide web link to:

- Performance Appraisal System
- Any other relevant information

</td><td>6</td></tr>
</table>

Key Indicator- 6.4 Financial Management and Resource Mobilization (20)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>6.4.1

Q_lM</td><td>Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures for optimal utilization of resources within 500 words

Provide web link to:
Resource mobilization policy document duly approved by College Council/other administrative bodies
Procedures for optimal resource utilization
Any other relevant information</td><td>7</td></tr>
<tr><td>6.4.2
QlM</td><td>Institution conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling any audit objections within 500 words
Provide weblink to:
Documents pertaining to internal and external audits year-wise for the last five years
Any other relevant information</td><td>8</td></tr>
<tr><td>6.4.3
Q_nM</td><td>Funds / Grants received from government/non-government bodies, individuals, philanthropists(INR in Lakhs) during the last five years (not covered in Criterion III)
TotalGrants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Funds/grants received from government bodies (INR in Lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Funds/grants received from non-government bodies (INR in Lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Upload:
Audited statements of accounts for the last five years.
Copy of letter indicating the grants/funds received by respective agency as stated in metric
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by charteredaccountant/ Finance Officer
Information as per Data template
Any other relevant information</td><td>5</td></tr>
</table>

Key Indicator- 6.5 Internal Quality Assurance System (30)

<table>
<tr><th>Metric No.</th><th></th><th>Weightage</th></tr>
<tr><td>6.5.1

Q_lM</td><td>Instituion has a streamlined Internal Quality Assurance Mechanism

Describe the Internal Quality Assurance Mechanism in the Institution and the activies of IQAC within 500 words

Provide web link to
The structure and mechanism for Internal Quality Assurance
Minutes of the IQAC meetings.
Any other relevant information</td><td>10</td></tr>
<tr><td>6.5.2

QnM</td><td>Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years.

(Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of Quality Improvement programs</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers who attended such programs</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Percentage per year =

$\frac{\text{Number of teachers who have attended such IQAC programmes in a year}}{Total\ number\ of\ teacher\ in\ that\ year} \times 100$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$
Upload:
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement
Information as per Data Template
Any other relevant information</td><td>10</td></tr>
</table>

6.5.3 **Q_nM**	***The Institution adopts several Quality Assurance initiatives*** ***The Institution has implemented the following QA initiatives :*** 1. Regular meeting of Internal Quality Assurance Cell (IQAC) ☐ 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements ☐ 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. ☐ 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,) ☐ **Upload :** • Information as per Data Template • Annual report of the College • Minutes of the IQAC meetings • Copies of AQAR • Report of the feedback from the stakeholders duly attested by the Board of Management • Report of the workshops, seminars and orientation program • Copies of the documents for accreditation • Any other relevant information	**10**

Criterion 7- Institutional Values and Best Practices (100)

Key Indicator- 7.1 Institutional Values and Social Responsibilities (50)

Metric No.		Weightage
	Gender Equality (10)	
7.1.1 **Q_nM**	***Total number of gender equity sensitization programmes organized by the Institution during the last five years*** Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years **Year** | | | | | | **Number of gender equity sensitization programme organized** | | | | | | Data Requirement for last five years: (As per Data Template) • Title of the programmes • Duration (From-to) • Number of participants	**5**

	Upload: • List of gender equity sensitization programmes organized by the Institution year-wise (Data Template) • Copy of circular/brochure/ Report of the program • Extract of Annual report • Geotagged photographs of the events	
7.1.2 Q_lM	***Measures initiated by the Institution for the promotion of gender equity during the last five years.*** Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 500 words **Provide Web link to:** • Annual gender sensitization action plan • Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children • Any other relevant information	**5**
	Environmental Consciousness and Sustainability (10)	
7.1.3 Q_nM	***The Institution has facilities for alternate sources of energy and energy conservation devices*** 1. Solar energy ☐ 2. Wheeling to the Grid ☐ 3. Sensor based energy conservation ☐ 4. Biogas plant ☐ 5. Use of LED bulbs/ power efficient equipment ☐ *Upload:* • Geo-tagged photographs • Installation receipts • *Facilities for alternate sources of energy and energy conservation measures* • *Any other relevant information*	**3**
7.1.4 Q_lM	***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)*** • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system	**3**

	• Hazardous chemicals and radioactive waste management **Provide web link to:** • Relevant documents like agreements/MoUs with Government and other approved agencies • Geotagged photographs of the facilities • Any other relevant information	
7.1.5 **Q_nM**	***Water conservation facilities available in the Institution:*** 1. Rain water harvesting ☐ 2. Borewell /Open well recharge ☐ 3. Construction of tanks and bunds ☐ 4. Waste water recycling ☐ 5. Maintenance of water bodies and distribution system in the campus ☐ **Upload :** • Geotagged photos / videos of the facilities • Installation or maintenance reports of Water conservation facilities available in the Institution • Any other relevant information	**2**
7.1.6 **Q_nM**	***Green campus initiatives of the Institution include:*** 1. Restricted entry of automobiles ☐ 2. Battery-powered vehicles ☐ 3. Pedestrian-friendly pathways ☐ 4. Ban on use of plastics ☐ 5. Landscaping with trees and plants ☐ **Upload:** • Geotagged photos / videos of the facilities if available • Geotagged photo Code of conduct or visitor instruction displayed in the institution • Any other relevant information • Reports to be uploaded	**2**
	Divyangjan friendliness (10)	
7.1.7 **Q_nM**	***The Institution has Divyangjan friendly, barrier-free environment*** in the campus • Built environment with ramps/lifts for easy access to classrooms ☐ Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts ☐ • Assistive technology and facilities for persons with *Divyangjan* ☐ access website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading ☐	**10**

	Upload: • Geo-tagged photographsof the facilities as per the claim of the institution • Any other relevant information • Data Template • Relevant documents	
	Inclusion and Situatedness (10)	
7.1.8 Q_lM	***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.*** Add a note on how the Institution has leveraged its location for the services of the community (within 500 words). **Provide Web link to:** • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information/documents	**10**
	Human Values and Professional Ethics (10)	
7.1.9 Q_nM	***Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.*** 1. The Code of conduct is displayed on the website ☐ 2. There is a committee to monitor adherence to the code of conduct ☐ 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff ☐ 4. Annual awareness programmes on the code of conduct are organized ☐ Upload: • Information about the committee composition, number of programmes organized etc., in support of the claims • Weblink of the code of conduct • Details of the monitoring committee of the code of conduct • Details of Programs on professional ethics and awareness programs • Any other relevant information	**6**
7.1.10 Q_lM	***The Institution celebrates / organizes national and international commemorative days, events and festivals*** Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 500 words	**4**

Key Indicator- 7.2 Best Practices (30)

Metric No.		Weightage
7.2.1 **QlM**	**Describe two Institutional Best Practices as per the NAAC format provided in the Manual** **(Respond within 1000 words)** **Provide web link to:** • Best practices page in the Institutional web site • Any other relevant information	**30**

Note:

FormatforPresentationofBestPractices

1. **TitleofthePractice**

   Thistitleshouldcapturethe keywordsthatdescribethepractice.

2. **Objectives ofthePractice**

   Whataretheobjectives/intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

3. **TheContext**

   What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

4. **ThePractice**

   Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

5. **EvidenceofSuccess**

   Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

6. **ProblemsEncounteredandResourcesRequired**

   Please identify the problems encountered and resources required to implement the practice (in about 150 words).

7 Notes (Optional)

Please add any other information that may be relevant for adopting/ implementing the Best Practice in other Institutions (in about150 words).

Any other information regarding Institutional Values and Best Practices which the Institution would like to include.

Key Indicator- 7.3 Institutional Distinctiveness (20)

Metric No.		Weightage
7.3.1 **QlM**	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words** **Provide web link to:** • Appropriate web page in the institutional website • Any other relevant information	**20**

Unified Manual for Health Sciences Colleges
Part- B- Health Science Disciplines

Key Indicator 8.1 –B 1 -Medical College

Weightage -100

<table>
<tr><th>Sl. No.</th><th></th><th>Weightage</th></tr>
<tr><td>8.1.1 QnM</td><td>

NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

The range of NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year:

<table>
<tr><th>Number of students enrolled for the MBBS programme during the preceding academic year</th><th>Range of NEET percentile scores</th><th>Mean NEET percentile score</th><th>SD- NEET percentile score</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

1. Compute $\bar{X}$ (College), the mean NEET Score for the College
2. Let n denote the number of students admitted to the college
3. Compute the Z score

Formula: $Z = \frac{\bar{X}(\text{College}) - \bar{X}(\text{National})}{\sqrt{\frac{\sigma}{n}}}$

General Objective of the metric:
The metric seeks to ascertain the **relative standing** of the College being assessed as reflected by students' preference for admission

Data requirement :

(a) National level Mean NEET score, call it $\bar{X}$ (National)
(b) National level Standard Deviation, call it σ

The college should provide data on the NEET scores of students admitted to it.

Upload:

- List of students enrolled for the MBBS programme for the preceding academic year
- NEET **percentile scores** of students enrolled for the MBBS programme during the preceding academic year.
- Any other relevant information

</td><td>8</td></tr>
<tr><td>8.1.2 QlM</td><td>Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their</td><td>8</td></tr>
</table>

	clinical postings. Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 500 words. **Provide weblink to:** • Documents pertaining to quality of care and patient safety practices followed by the teaching hospital • Any other relevant information	
8.1.3 QnM	***Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)*** **(excluding those mentioned in metric 2.4.2)** Data to be provided for the last five years Year | | | | | | Number of full-time teachers with additional PG Degrees /Diplomas /Fellowships | | | | | | **Formula:** Percentage of full-time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties = $\frac{Number\ of\ fulltime\ teachers\ with\ additional\ Degrees, Dipl\ or\ Fellowships\ in\ the\ last\ 5\ years}{Number\ of\ fulltime\ teachers\ during\ the\ last\ five\ year}$ $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:** • List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the last 5 years • Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships • Any other relevant information	**8**
8.1.4. QlM	***The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India***	**10**

	Describe theobjective methods adopted by the College to measure and certify the attainment of clinical competenciesby MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India Response to be provided within 500 words **Provide weblink to:** • Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years • Geotagged photographs of the objective methods used like OSCE/OSPE • Any other relevant information.	
8.1.5. QlM	***Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.*** Give a description of the instructional sessions for students introduced by the Collegeon the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Provide a response within 500 words. **Provide weblink to:** • National/State level policies on organ transplantation as adopted by the Institution • Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation • Any other relevant information	**10**
8.1.6. QlM	***Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.*** Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 500 words. **Provide weblink to:** • Report on the functioning of the Immunization Clinic • Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic. • Quality maintenance records in compliance with WHO	**10**

	guidelines during the preceding academic year • Any other relevant information.	
8.1.7. QlM	***The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.*** Describe the **M**edical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same. Provide weblink to: • Medical graduate attributes as described in the website of the College. • Any other relevant information.	**10**
8.1.8. Q_lM	***Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Prgrammes in emerging trends in Medical Educational Technology.*** Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the last 5 years. Response to be provided within 500 words **Provide weblink to:** • List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year-wise during the last five years. • Year-wise list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years • Any other relevant information	**10**
8.1.9. QnM	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ ***4.*** **Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents	**10**

<table>
<tr>
<td>8.1.10.
QnM</td>
<td>
Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.
<table>
<tr><td>Year</td><td>Number of students admitted in the first year of the teaching programmes during the last five years</td><td>Number of First year students administered immunization /prophylaxis</td></tr>
<tr><td>Year 1</td><td></td><td></td></tr>
<tr><td>Year 2</td><td></td><td></td></tr>
<tr><td>Year 3</td><td></td><td></td></tr>
<tr><td>Year 4</td><td></td><td></td></tr>
<tr><td>Year 5</td><td></td><td></td></tr>
</table>
Formula:
Percentage per year =
$$\frac{\text{provided prophylactic immunization during last five year}}{\text{Number of first year Student s admitted in last five years}} \text{X100}$$
$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$
Upload:

Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
List of first year students, teachers and hospital staff, who received such immunization Year-wise during the last five years
Any other relevant information.

</td>
<td>8</td>
</tr>
<tr>
<td>8.1.11
QlM</td>
<td>
Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Describe the procedure/method and policy the Institution follows within 500 words.

Provide weblink to:

Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty
List of clinical faculty covered by medical indemnity insurance

</td>
<td>8</td>
</tr>
</table>

	policy by the Institution • Any other relevant information	

Key Indicator 8.2 – B 2 Dental College

Weightage -100

Sl. No.		Weightage
8.1.1. QnM	***NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.*** **The range of NEET percentile scores of students enrolled for the BDS programme during the preceding academic year:** **Number of students enrolled for the BDS programme during the preceding academic year** | **Range of NEET percentile scores** | **Mean NEET percentile score** | **SD-NEET percentile score** | | | | 1. Compute $\bar{X}$ (College), the mean NEET Score for the College 2. Let n denote the number of students admitted to the college 3. Compute the Z score **Formula:** $Z = \frac{\bar{X}(\text{College}) - \bar{X}(\text{National})}{\sqrt{\frac{\sigma}{n}}}$ **General Objective of the metric:** The metric seeks to ascertain the **relative standing** of the College being assessed as reflected by students' preference for admission **Data requirement :** (c) National level Mean NEET score, call it $\bar{X}$ (National) (d) National level Standard Deviation, call it σ The college should provide data on the NEET scores of students admitted to it. **Upload:** • List of students enrolled for the BDS programme for the preceding academic year • NEET **percentile scores** of students enrolled for the BDS programme during the preceding academic year. • Any other relevant information.	5
8.1.2. Q1M	***The Institution ensures adequate training for students in pre-clinical skills*** Describe the steps taken to improve pre-clinical skills along with	5

	details of facilities available for students such as pre-clinical skill labs (within 500 word) **File Description:** 1. Geo tagged Photographs of the pre clinical laboratories **2.** Any other relevant information	
8.1.3. QnM	***Institution follows infection control protocols during clinical teachingduringpreceding academic year*** 1. Central Sterile Supplies Department (CSSD) (records) 2. Provides Personal Protective Equipment (PPE) while working in the clinic ☐ 3. Patient safety manual ☐ 4. Periodic disinfection of all clinical areas (Register) 5. Immunization of all the care-givers (Registers maintained) ☐ 6. Needle stick ***injury***record ☐ **Upload** • Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV) • Disinfection register (Random Verification by DVV) • Immunization Register of preceding academic year • Relevant records / documents for all 6 parameteres .	**10**
8.1.4. Q1M	***Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:*** Describe in less than 500 words about a. Orientation for fresh students b. White coat ceremony c. Workshops on patient care (community skills, infection control, biomedical waste management, professional ethics) d. Internship orientation e. Any other **Provide weblink to** • Orientation circulars • Programme report	**5**
8.1.5. QnM	***The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.*** ***Data for the preceding academic year*** 1. Cone Beam Computed Tomogram (CBCT) ☐ 2. CAD/CAM facility ☐ 3. Imaging and morphometric softwares ☐ 4. Endodontic microscope ☐ 5. Dental LASER Unit ☐	**10**

	6. Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy) ☐ 7. Immunohistochemical (IHC) set up ☐ **Upload:** • Invoice of Purchase • Usage registers • Geotagged photos of the facilities, and list of students trained in the opted facilities.	
8.1.6. QnM	***Institution provides student training in specialized clinics and facilities for care and treatment such as:*** 1. Comprehensive / integrated clinic ☐ 2. Implant clinic ☐ 3. Geriatric clinic ☐ 4. Special health care needs clinic ☐ 5. Tobacco cessation clinic ☐ 6. Esthetic clinic ☐ **Upload:** • Certificate from the principal/competent authority • Geotagged photos of the facilities, and list of students trained in the opted facilities • Any other relevant information .	**10**
8.1.7. QnM	***Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years*** Data to be provided for the last five years During the last five Years | Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships | | **Formula:** Percentage of full time teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties = $\frac{Numberoffulltimeteac\ herswithadditionalDegrees\ ,Diplomas\ orFellowshipsinthelast\ five\ years}{Totalnumberoffulltimeteac\ hersduring\ the\ last\ five\ years}$ X100 $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:**	**5**

<table>
<tr><td></td><td>

- List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years
- Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships
- Any other relevant information.

</td><td></td></tr>
<tr><td>8.1.8.
QlM</td><td>

The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Describe theobjective methods adopted by the College to measure and certify the attainment of clinical competenciesby BDS students/interns as stated in the undergraduate curriculum by the Dental Council of India

Response to be provided within 500 words

Provide weblink to:

- Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years
- Geotagged photographs of the objective methods used like OSCE/OSPE
- List of competencies
- Any other relevant information

</td><td>10</td></tr>
<tr><td>8.1.9.
QnM</td><td>

Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Year	Number of students admitted in the first year of the teaching programmes	Number of First year students administered immunization /prophylaxis for Hepatitis-B
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

Formula:

Percentage per year =

$$\frac{\text{Number of first year students provided prophylactic immunization – Hepatitis – B during last five year}}{\text{Number of first year Students admitted in last five years}} \text{X100}$$

</td><td>10</td></tr>
</table>

	$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ **Upload:** • Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work. • List of students, teachers and hospital staff, who received such immunization during the preceding academic year • Any other relevant information.	
8.1.10. QlM	***The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.*** Describe theDental graduate attributes developed by the College and the steps taken to implement and assess the attainment of such attributes. Provide weblink to: • Dental graduate attributes as described in the website of the College. • Any other relevant information.	**10**
8.1.11. QnM	***Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.*** **Year** | | | | | | **Amount inINR (Lakhs)** | | | | | | **Formula:** **Per capita expenditure per year :** $\frac{\text{Expenditure on consumables used for student clinical training in a year}}{\text{Total number of students in that year}}$ **Average Per capita expenditure** = $\frac{\sum \text{Per capita expenditure per year}}{5}$ Data Requirement for last five years:(As per Data Template in Section B) • Details of expenditure on consumables used for student clinical training during the last five years **Upload** • Audited statements of accounts. • Any other relevant information .	**10**
8.1.12. Q_1M	***Establishment of Dental Education Department by the College for the range and quality of Faculty Development Programmes in emerging trends in Dental Educational Technology organized by it.***	**10**

	Describe the Faculty Development Programmes organized by the department of the College in the areas of emerging trends in Dental Educational Technology during the last 5 years. Response to be provided within 500 words **Provide weblink to:** • List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years. • List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years • Any other relevant information	

Year	Name of the programme	Number of teachers attended

Key Indicator 8.3 – B 3 Nursing College

Weightage -100

Sl. No.		Weightage
8.1.1. QlM	***Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).*** Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty). Describe the mechanism for monitoring of student learning in the clinical skills labs. Response to be provided within 500 words **Provide weblink to:** • Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures. • Geotagged photographs/videos of the facilities	**20**

<table>
<tr><td></td><td>

- Student feedback on the effectiveness of the facilities.
- Any other relevant information

</td><td></td></tr>
<tr><td>8.1.2.
QnM</td><td>

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

Data to be provided for the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Formula:

Percentage of fulltime teachers in the last five years with additional PG Degrees/Diplomas/Fellowships in their specialties =

$$\frac{Number\ of\ fulltime\ teachers\ with\ additional\ Degrees,Diplomas\ or\ Fellowships\ in\ a\ years}{Total\ number\ of\ fulltime\ teachers\ during\ that\ year} \text{ X100}$$

(**To be calculated for each year of the last five years**)

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years
- Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates.
- Any other relevant information.

</td><td>10</td></tr>
<tr><td>8.1.3.

QlM</td><td>

Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care and patient safety issues and practices followed by the teaching hospital within 500 words.

Provide weblink to:

- Documents pertaining to quality of care and patient safety practices followed by the teaching hospital

</td><td>15</td></tr>
</table>

	• Any other relevant information	
8.1.4. **QnM**	***Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.***	**10**

Year	**Number of students admitted in the first year of the teaching programmes**	**Number of First year students administered immunization /prophylaxis for Hepatitis-B**
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

Formula:

Percentage per year **=**

$$\frac{\text{Number of first year Students addmitted in last five years}}{\text{Number of first year students provided prophylactic immunization during last five year}} \text{X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:

- Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.
- List of students, teachers and hospital staff, who received such immunization during the preceding academic year
- Any other relevant information.

8.1.5. **Q_nM**	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** 1. NABH Accreditation of the teaching hospital ☐ 2. NABL Accreditation of the laboratories ☐ 3. ISO Certification of the departments / divisions ☐ 4. Other Recognized Accreditation / Certifications ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**10**

8.1.6. **QlM**	Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words. Provide weblink to : • List of facilities used by other Institutions • List of Institutions utilizing facilities in the College • Any other relevant information	**10**
8.1.7. **QlM**	***College undertakes community oriented activities*** - Community mapping - Community survey - Health education - Camps and clinics - Celebrating national health and welfare programs - Organize in-service education for SC/PHC/CHC staff - School health program Describe the activities in less than 500 words Provide weblink to • Geo-tagging / Photographs of events / activities • Any other relevant document	**15**
8.1.8. **QnM**	***Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years.*** (Memberships included in 1.1.2 should not be included) S.No. | Year | Name of Faculty member | Name of Committee Upload : • Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies • Any other relevant information	**10**

Key Indicator 8.4 – B 4Physiotherapy

Weightage -100

Sl.No.		Weightage
8.1.1. QnM	***The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:*** 1. OPD and IPD ☐ 2. Surgical and Medical ICUs ☐ 3. Plastic Surgery and Burns ☐ 4. Transplant Units. ☐ 5. Orthopedic /Cardiac / Neuro units ☐ **Upload:** • Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years • Details of the posting of students / interns in the above units • Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups • Any other relevant information.	**10**
8.1.2 QlM	***Steps/procedures adopted by the college to train students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques such as manual therapy, functional electrical stimulation, Biofeedback, etc.*** Describe the organization and functioning of the clinical skills and simulation labs with reference to acquisition and enhancement of skills in advanced physiotherapy techniques. Describe the mechanism for monitoring of students' learning in the clinical skills labs. Response to be provided within 500 words **Provide weblink to:** • Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills. • Geotagged photographs/videos of the examples/facilities • Student feedback on the effectiveness of the facilities. • Any other relevant information	**10**
8.1.3 QlM	***Steps/procedures adopted by the College to expose students to Quality of care and Patient Safety procedures including Falls Prevention, Equipment Safety, utilization of principles of ergonomics, infection prevention and control practices etc.,*** Describe the procedures followed by the College in providing theoretical and practical exposure to quality of care, patient safety issues and practices	**10**

<table>
<tr><td></td><td>followed by the teaching hospital/facilities/institutions within 500 words.

Provide weblink to:
Documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital
Any other relevant information</td><td></td></tr>
<tr><td>8.1.4
QnM</td><td>Average percentage of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women’s health/pediatrics/geriatrics/acute care, EMG & Nerve conduction cert, post graduation in Medical Education etc.)

(Qualifications mentioned in 2.4.2. should not be included)

Data to be provided for the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number of full-time teachers with additional qualifications as above</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>
Formula:
Percentage of full-time teachers in the last five years with additional certifications/PG Degrees/Diplomas/Fellowships in their specialties =

$$\frac{Number\ \ of\ \ fulltime\ \ teachers\ with\ additional\ \ Qualifications\ \ in\ the\ last\ 5\ years}{Total\ \ number\ \ of\ \ fulltime\ \ teachers\ during\ \ the\ last\ \ five\ \ years} \text{ X100}$$

$$Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$$

Upload:
List of fulltime teachers with additional qualifications during the last 5 years
Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships
Any other relevant information.</td><td>10</td></tr>
<tr><td>8.1.5
QlM</td><td>The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BPT students/interns as defined in the undergraduate curriculum.

Describe theobjective methods adopted by the College to measure and certify the attainment of competencyby the physiotherapy students.</td><td>10</td></tr>
</table>

	Response to be provided within 500 words **Provide weblink to:** • Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns. • Relevant Geotagged photographs/Video. • Any other relevant information	
8.1.6 QnM	***Is the teaching Hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ **4. Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**10**
8.1.7 QlM	***Steps/procedures adopted by the college to sensitize students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.*** Describe the procedure/method and policy the Institution follows within 500 words. **Provide weblink to:** • Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty • List of clinical faculty covered by medical indemnity insurance policy by the Institution • Any other relevant information	**10**
8.1.8 QlM	***Steps/procedures adopted by the college to introduce students to healthcare practices that are inter-disciplinary, such as clinical psychology, social work, wellness programs, Yoga etc. during their clinical training in the last five years.*** Describe the steps/procedures that the College has followed during the last five years in less than 500 words. **Provide weblink to:** • Documents regarding steps initiated /procedures adopted etc.	**10**

	• Any other relevant information	
8.1.9 QlM	***Measures taken by the college to familiarize students to Rehabilitation and Disability practices as per WHO guidelines relevant to community-based rehab (CBR) and rehabilitation in India.*** Describe the steps and procedures taken within the context of WHO guidelines/policies etc. within 500 words. **Provide weblink to:** • Report on the exposure to rehab and CBR facilities following WHO guidelines • Report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc. • Any other relevant information.	**10**
8.5.10 **QlM**	***College has advanced Equipment / Instrumentation facilities for Evaluation and Treatment for Physiotherapy as follows:*** A. Treatment (Low tech and high tech – ranging from paraffin wax/moist heat to low level LASER/combinations of multiple currents/advanced manual techniques etc.) B. Clinical, functional and behavioral assessments (Uni-dimensional measures to assess pain, balance, coordination and locomotion to scales measuring multidimensional constructs such as activities of daily living, cognition, community living function and gait etc.) C. Diagnostic/assessment test and tools (Low tech solutions such as Paper and pencil tests/stop watches to high tech solutions such as gait, balance, ergonomic analysis labs) Enumerate and describe the availability of the above treatment and tests in less than 500 words. **Provide weblink to:** • Documents establishing a record of the equipment/instrumentation. • Geo-tagged pictures/video evidence of tests/instruments/equipment • Any other relevant information	**10**

Key Indicator 8.5 – B 5Ayurveda

Weightage -100

Sl. No.	MODIFICATION/SUGGESTON	WEIGH TAGE
8.1.1. QlM	***Integration of different systems of health care in the teaching hospital.*** Describe the activities undertaken by the Institution to integrate other systems of AYUSH and with health care systems other than AYUSH, within 500 words Provide Web link to: • Institutional policy of integration • Letter of approval from the appropriate authority • Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed • Any other relevant documents	**5**
8.1.2. QlM	***Institutional mechanism towards classical way of Ayurveda learning*** Describe the **a**dditional efforts made by the Institution to facilitate Sanskrit learning, spoken Sanskrit, Samhita Pathana, Nighantu / RasashaGranthapathana etc. within 500 words Provide link to: • Teaching schedule including total hours of teaching • Attendance and certificate of completion of schedule hours of teaching. • Assessment, feedback and outcome	**10**
8.1.3. QlM	***Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma*** **Seasonal Panchakarma:** Describe the steps taken by the Institution to promote Seasonal Panchakarma including both Vasantika Vamana and Sarada Virechana and life style modifications through the principles of Ayurveda within 500 words Provide web link to: • Protocols incorporating Principles of Ayurveda and their implementation • Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed. • Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof. **Kaumara Panchakarma:**	**10** **5**

<table>
<tr><td></td><td>Describe the details of activities undertaken by the Institution towards the practice of Kaumara Panchakarma in 500 words
Provide Web link to:
• Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists
• SOPs of development, implementation, monitoring and revision of SOPs
• Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures.
• Details of mock drill to manage complications etc.</td><td></td></tr>
<tr><td>8.1.4. QlM</td><td>Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years

Describe the details of activities undertaken by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years in 500 words:

Provide Web link to:
• Details of promotional measures undertaken for each activity
• List of people who have undergone such activity and their outcomes, in the last five years</td><td>05</td></tr>
<tr><td>8.1.5. QnM</td><td>The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.

○ Total area:
▪ 20 acres and above
▪ Between 10 and 15 acres
▪ Between 5 and 10 acres
▪ Between 2 and 5 acres
▪ Less than two acres

○ Total number of Species plants:
▪ 500 and above
▪ 400 to 500
▪ 300 to 400
▪ 200 than 300
▪ Less than 200

<table><tr><th>Year</th><th>Number of ofMenicinal Plant species</th><th>Area of the Garden in acres</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>
Upload:
• List of medicinal plant species in the herbal garden
• Area in acres</td><td>5</td></tr>
</table>

<table>
<tr><td></td><td>

- Geo tagged photographs of the herbal garden

.</td><td></td></tr>
<tr><td>8.1.6. QlM</td><td>The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plantsas per the list provided by the National Medicinal Plant Board

Response to be provided within 500 words

<table><tr><th>Sr. No.</th><th>Name of the species</th><th>No. of plants</th><th>Total</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>
Web link to
Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants.
Geo tagged photographs of the facilities/garden
Any other relevant information</td><td>5</td></tr>
<tr><td>8.1.7. QnM</td><td>Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

<table><tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Amount (in INR Lakhs)</td><td></td><td></td><td></td><td></td><td></td></tr></table>
Formula:
$\frac{\text{Total expenditure incurred towards herbal garden development and maintenance, purchase of raw − materials and Medicines during the last five years}}{5}$
Upload:
Details of the land documents of the plantation area
Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.
Expenditure on the purchase of raw-materials and Medicines
Geotag photographs of the plantation area
Audited statements of the accounts for the expenditure incurred during the last five years
Any other relevant information.</td><td>5</td></tr>
<tr><td>8.1.8. QnM</td><td>Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community

1. Availability of full-fledged Yoga hall ☐
2. Availability of trained Yoga demonstrator ☐
3. Facility for Yoga for common public ☐
4. Facility for therapeutic Yoga ☐
5. Facility for advance Yogic practices like jalaneti, sutra neti etc. ☐</td><td>5</td></tr>
</table>

	Year						
	Attendance for Common Yoga						
	Attendance for Therapeutic Yoga						
	Attendance for Advance Yogic practices						

Upload:

- Geo tagged photographs
- Documents relating to the qualification and experience of the Yoga demonstrator
- Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga.
- Attendance certified by the principal for advanced Yogic practices

8.1.9. QnM

Efforts of the Institution towards conservation and validation of local health traditions during the last five years

10

Number of activities/interactive programmes organized by the Institution towards conservation and validation of local health traditions in collaboration with traditional healers, during the last five years

Year					
Number of programmes					
Number of participants					

Upload:

- Details of the activities / programme with geo tagging
- Any other relevant information.

8.1.10. QlM

Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words

5

Provide weblink to:

- Blue print of the Pharmacy
- List of functional equipments available,
- Manufactured dosage forms
- Copy of the license and GMP certificates
- Any other relevant documents

8.1.11. QlM

Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa

5

Describe the details of the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa within 500 words

Provide Web link to:

- Details of activities towards maintenance of quality, details of training

	content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiations in administering Kriyakalpa procedures. • Details of availability of emergency kits and mock drill carried out to manage complications etc.	
8.1.12. QlM	***Describe the activities undertaken by the Institution towards practice of various types of Anushastra*** Describe the details of the activities undertaken by the Institution towards practice of various types of Anushastra within 500 words Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiatives in administering Anushastra Karma. • Details of availability of emergency kits and mock drill carried out to manage complications etc.	**05**
8.1.13. QlM	***Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbhasanskara etc.)*** Describe the details of activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbhasanskaraetc) within 500 words Provide Web link to: • Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists • SOPs of development, implementation, monitoring and revision of SOPs • Activities towards improvement of clinical documentation, • Details of new initiations in administering Uttarabasti and following the practice of Garbhasanskaraetc • Details of availability of emergency kits and mock drill carried out to manage complications etc.	**05**
8.1.14. QlM	***Describe the facilities available in the Institution towards delivering Pathyakalpana*** Describe the facilities available in the Institution towards delivering Pathyakalpana within 500 words, such as : • Availability of well equipped and well maintained pathya facility • Training & skill development activities to improve the quality of human resource working in pathya	**05**

	• Documents of SOPs for pathya preparations • Facilities for instant preparations like svarasa, kalka, ksheerapaka etc. • Maintenance of Hygiene of raw material storage and finished products Provide web link to: • Details of activities and number of pathya preparations year wise • Any other relevant information	
8.1.15. QlM	***Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.*** Describe the efforts made by the institution for carrying out Pharmacovigilance-related activities to Ayurvedic drugs in 500 words Provide Web link to: • Documents related to established pharmacovigilance centre including minutes of the meetings • Mechanism of collection, analysis and reporting of ADRs • Details of the training of human resource • Year-wise data of reporting of ADRs • Certificates for supporting recognition by National Body	**05**
8.1.16. QnM	***Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?*** **1. NABH Accreditation of the teaching hospital** ☐ **2. NABL Accreditation of the laboratories** ☐ **3. ISO Certification of the departments / divisions** ☐ **4. Other Recognized Accreditation / Certifications** ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents.	**5**

Key Indicator 8.6 – B 6Unani

Weightage -100

S.No	Metric Definition	Weightage
8.1.1 QlM	***The College Hospital has the required TashkhishZaraye (Unani diagnostic units) for Teaching, Training and service delivery*** Describe the adequacy of the following within 500 words: 1. Nabz (Pulse) Examination unit 2. Moa'naBaul (Urine) Examination unit 3. Moa'naBraz (Stool) Examination unit 4. Other Diagnostic / Examination Units **Provide weblink to :** • OPD data and IPD data • Geotagged photographs of the units • Any other relevant information	**10**
8.1.2 QnM	***The College Hospital has Ilaj bit Tadbeer units as follows:*** 1. Hijama unit ☐ 2. Dalk unit ☐ 3. Hamam unit ☐ 4. Irsalalaq unit ☐ 5. Nutool unit ☐ 6. Huquna unit ☐ 7. Fasd unit ☐ 8. Pashoya unit ☐ 9. Aabzan unit ☐ 10. Riyazat unit ☐ **Upload:** • List of Ilaj bit Tadbeer units available in the College Hospital • OPD and IPD /patient statistical / attendance • Any other relevant information. • Geotagged photographs of the facilities in options selected / confirmation certificate from the head of the Institution	**10**
8.1.3 QlM	***The College Hospital has the required Jild, Taziniyat and TadabeerMashayakh units for Teaching, Training and Service delivery*** Describe the adequacy of the following within 500 words: • Zeenat e Chehera • Zeenat e Shaar **Provide weblink to** • Jild, Taziniyat and TadabeerMashayakh facilities • **Any other relevant information**	**10**
8.1.4 **QlM**	***Describe the structure and functioning of the Unani Formulations Review Committee of the College within 500 words***	**5**

	Provide weblink to : • Minutes of the meetings of the Unani Formulation Review Committee for the last 5 years. • Any other relevant information	
8.1.5 QnM	***Number of formulations and dosage forms prepared by the Teaching Hospital in the preceding Academic year*** 1. Joshanda ☐ 2. Khisanda ☐ 3. Nuqoo ☐ 4. Sharbat ☐ 5. Arq ☐ 6. Kushta ☐ 7. Majoon ☐ 8. Khamira ☐ 9. Huboob ☐ 10. Zimad ☐ 11. Roghaniyat ☐ 12. Jawarishat ☐ 13. Lauq ☐ 14. Maraham ☐ 15. Safoof ☐ 16. Qurs ☐ **Upload:** • **List of** formulations and dosage forms prepared during the preceding academic year • Geotagged photographs of the facilities with confirmation certificate from the head of the Institution • Any other relevant information.	**10**
8.1.6 QlM	***Describe the structure and functioning of the Dawasazi (Classical pharmacy) laboratory with the available equipment / instruments for Teaching, Training and service delivery within 500 words*** **Provide weblink to :** • Inventory of Equipment / Instruments in the department of Saidla • Any other relevant information	**10**
8.1.7 QnM	***The Department of IlmulSaidla (Unani Pharmacy) has the following units / facilities:*** 1. KushtaSaazi unit ☐ 2. Stability chamber ☐ 3. Distillation unit ☐ 4. Quality Control unit ☐ **Upload:** • List of facilities available in the Department of IlmulSaidla (Unani Pharmacy)	**10**

<table>
<tr><td></td><td>

- Geo tagged photos
- Any other relevant information.

</td><td></td></tr>
<tr><td>8.1.8

QlM</td><td>

Describe the functioning of the Museums of Kulliyat, IlmulAdvia (Unani Pharmacology) and Mufridat within 500 words.

Provide weblink to :

- Specimens / Exhibits in the Museum
- Any other relevant information

</td><td>10</td></tr>
<tr><td>8.1.9

QlM</td><td>

Provide a description of Pharmocognosy lab / Pharmacology lab / Clinical Research Lab / Animal House facility / Herbal Garden available in the campus within 500 words:

Provide weblink to :

- Geotagged photographs of the facilities
- List of Equipments and Instruments
- Copy of the License of the CPCSEA, if available
- Any other relevant information.

</td><td>10</td></tr>
<tr><td>8.1.10

QnM</td><td>

The College provides training to the students in the following skills in respect of Unani Medicine:

1. Identification of Mizaj ☐
2. Identification of Nabz ☐
3. Identification of Drugs ☐
4. NuskhaNavesi (Prescription writing) ☐

Details of soft skill development record to be uploaded which should contain the following information

Data Template:

<table>
<tr><th>Skill</th><th>Identification of Mizaj</th><th>Identification of Nabz</th><th>Identification of Drugs</th><th>NuskhaNavesi (Prescription writing)</th></tr>
<tr><td>Number of Demonstrations/ Practical’s conducted</td><td></td><td></td><td></td><td></td></tr>
</table>

Upload:

- List out the details of the training in skills provided to students in respect of Unani Medicine
- List of practical demonstrations conducted / organized during the last five years.
- Any other relevant information

</td><td>10</td></tr>
<tr><td>8.1.11

QnM</td><td>

Institution provides student training in exclusive clinics and facilities for specialised treatment such as:

</td><td>5</td></tr>
</table>

1. Geriatric care ☐
2. Neuro-rehabilitation ☐
3. Regimental ☐
4. Parasurgical Unani procedures ☐

Data Template:

Exclusive clinic	Geriatric care	Neuro-rehabilitation	Regimenal Therapy	Parasurgical Unani procedures
Records of OPDs				

Upload :

- List of training sessions in the exclusive clinics for specialized treatment year-wise during the last five years
- Geo tagged photos
- List of students undergone training
- Any other relevant information.

Key Indicator 8.7 - B 7Siddha

Weightage -100

Sl. No	Details of Metrics	Weightage
8.1.1 **QnM**	***The college facilitates documentation, adoption and dissemination of traditional Siddha Knowledge acquired from traditional Siddha Vaidhyas, community/folklore during the last five years.*** 1. Field visits ☐ 2. Consent for knowledge transfer ☐ 3. Documentation of procedures including audio-visual recording ☐ 4. Presentations ☐ 5. Publications ☐ **Upload:** • Links of documentation preferably hosted in the institution's web site. • Field visits certified Consent for knowledge transfer, Publication • Documentation of procedures including audio-visual recording	**10**
8.1.2 **QnM**	***The students have scope/facility for collecting, reading, conserving and digitizing of Palm leaves/ cudgeon leaves/ manuscripts during the last five years.*** 1. Collection with consent from traditional vaidyas ☐ 2. Conservation ☐ 3. Reading ☐ 4. Digitizing ☐ 5. Publishing ☐ **Upload:** • Collection with consent and Conservation • Provide link for Digitized material with subtitles in english • Attach Published work. • Upload the consent from the Vaidyaswith English translation	**10**
8.1.3 **QlM**	***Describe the measures taken by the college to provide the Knowledge on Siddha Nutraceutical and traditional Siddha foods: (UnaveMarunthu; Maruntheunavu) to the students during the last five years.*** • Workshops on disease specific culinary practices • Visiting Food related industry/institutions Upload : File description that includes the above points(500 words)	**5**
8.1.4	***Capacity building in Siddha diagnostic methods such as Naadi, Neerkkuri, Neikkuri, ManikkadaiNool, etc.adopted by the***	**10**

QnM	***institutionduring the last five years.*** 1. Didactic learning ☐ 2. Hands on training ☐ 3. Documentation ☐ 4. Instrumentation development ☐ **Upload:** • Details of establishment of units and facilities available with Geo-tagged photos of the claimed units with due certification of the Head of the institution • Any other relevant information**.**	
8.1.5 **QlM**	***Knowledge on traditional Siddha bone setting during the last five years.*** • Adaptation of the traditional methods from the community/vaidhyas **Provide weblink to:** • File description of the above points(500 words) • Geo tagged photographs • Any other relevant information	**5**
8.1.6 **QnM**	***Occupational/physiotherapy and Thokkanam for differently abled children during the last five years.*** **1 .**Podithimirthal ☐ 2. Thokkanam ☐ 3. Varmam ☐ 4. Occupational therapy ☐ 5. Physiotherapy ☐ **Upload:** • Provide the treatment record details • Links of Detailed Report of the event with certified photos hosted on the institutional website with geotagged photos • Any other relevant information.	**10**
8.1.7 **QnM**	***Hands on training on Siddha external therapy techniques/procedures during the last five years.*** 1. Chuttigai ☐ 2. Vedhu ☐ 3. Pugai ☐ 4. Poochu ☐ 5. Otradam ☐	**10**

	6. Keeral ☐ 7. Leech Therapy ☐ 8. PodiThimirthal ☐ 9. Patru ☐ 10. Peechu ☐ **Upload** • Details of establishment of units and facilities available with Geo-tagged /videos photos of the claimed units with due certification of the Head of the institution • The treatment record details • Training records • Any other relevant information.	
8.1.8 **QlM**	***Measures taken for providing applied knowledge on Sothidam (Astrology), Panchapatchi,ManikkadaiNool, etc. during the last five years.*** **Provide weblink to :** • File description of the above points(600-1000 words)	**5**
8.1.9 **QlM**	***Knowledge and training in palliative care in Siddha (current year)*** • **Visits to palliative care centres** **Provide weblink to :** • File description of the above points(500 words)	**6**
8.1.10 **QnM**	***Implementation of Hospital management software. (current year)*** 1. Readiness for hospital information software ☐ 2. Policy for hospital record management in Accordance with GoI. ☐ 3. Hospital Data reflects disease codes as per NAMASTHE. ☐ 4. Any other hospital management system. ☐ **Upload:** • Provide documents for the above for the assessment year. • Copy of AMC of the softwares claimed or procurement invoice of the software • Any other relevant information.	**7**
8.1.11 **QlM**	***Describe the measures taken by the college to provide continuous skill up-gradation and training for the Siddha Teaching Hospital/College staff on patient care and dispensing of medicines, etc. during the last 5 years (500 words).*** **Weblink :**	**6**

	• Details of activities for skill up-gradation and training • Any other relevant information	
8.1.12 QlM	***Functioning of Pharmacovigilance cell and its role in teaching learning process (500 words)*** **Provide Web link:** • List of training sessions conducted for the students in pharmacovigilence during the preceding academic year • List of trained staff on Pharmacovigilence. • Number of Reported cases during the reporting year	**6**
8.1.13 **QnM**	***Enhancement of knowledge related to preparation and documentation of Higher Order Siddha medicines/Unique Siddha preparations during last five years.*** • Kattu, Kalangu, Chunnam, Pooneeru and muppu • Learning and documentation of purification processes of raw materials, methods of preparation 1.Field visits related to the above processes ☐ 2.Documentation of photo/video evidences ☐ 3.Hands on Training ☐ 4. Ability to reproduce ☐ 5. Field application ☐ **Upload:** • Field visit reports • Documentary evidences for training with geotagged photos • Training provided in the last five years • Any other relevant information.	**10**

Key Indicator 8.8 – B 8Homeopathy College

Weightage -100

Sl. No	Title of the metric	Weightage
8.1.1 QlM	***Institution provides training for students and teachers in Homeopathic Practice Ethics. Provide a description within 500 words*** **Provide weblink to :** • Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices • Any other relevant information	10
8.1.2 QnM	***Average percentage of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years.*** **Formula:**	10

	No. of full time Teachers undergone orientation training in a year×100 **Average No. of full time teachers in that year** (**To be calculated for each year of the last five years**) $Average\ percentage = \frac{\sum \text{Percentage per year}}{5}$ Year. / Number of teachers trained: Pharmcovigilence Training; NAMSTP; NABH; Other Quality Training ( ) **Upload** • List of teachers undergoing such training with training completion certificate • Training certificates of teachers year-wise during the last 5 years. • Data Templates • Any other relevant information..	
8.1.3 QlM	***Describe the standard Inspection Control Policy and the practices followed by the Institution within 500 words*** **Provide weblink to :** • The Inspection Control Policy of the Institutions • Any other relevant information	10
8.1.4 QlM	***The measures taken by the Institution to provide foundation courses in disciplines like the Humanities, Behavioral Sciences etc. Provide description within 500 words*** **Provide weblink to :** • Teaching sessions in the Humanities, Behavioral Sciences etc., during the last 5 years. • Any other relevant information	10
8.1.5 QlM	***The Institution uses methods including software for training of students and teachers in Homoeopathic Clinical Decision making and Medicine Selection, (Provide description within 500 words)*** **Provide weblink to** • Details of the teaching /training sessions conducted during the last 5 years. • Details of software used • Any other relevant information	15
8.1.6	***The Students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy.***	5

<table>
<tr><td>QlM</td><td>Describe the details of teaching sessions on The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy within 500 words.

Provide weblink to:
• List of teaching sessions conducted on The Clinical Establishments Act-2010 during the last five years.
• The Registration certificate of the Institutions as per the Act.
• Any other relevant information</td><td></td></tr>
<tr><td>8.1.7

QlM</td><td>Describe the activities of specialized units like Physiotherapy / Yoga and Naturopathy in the Institution within 500 words

Provide weblink to :
• List of teaching and practice session of the Physiotherapy / Yoga and Naturopathy unit for the last 5 years.
• List of students and teachers who participated in the specialized activities of Physiotherapy / Yoga and Naturopathy in the preceding academic year.
• Any other relevant information</td><td>15</td></tr>
<tr><td>8.1.8

QlM</td><td>Provide a description of the number and variety of Medicinal plants in the Herbal Garden in the campus within 500 words

<table><tr><td>Sl No.</td><td>Total Area (Minimum 250 sq meters)</td><td>No of Plants (No of Species----------) (as prescribed by regulatory authority, Minimum 30)</td><td>Whether any collaboration is established with NMPB</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
Provide weblink to:
• List of Medicinal plants /species in the Herbal Garden
• Geotagged photographs of the Herbal Garden in the campus
• Any other relevant information</td><td>10</td></tr>
<tr><td>8.1.9

QnM</td><td>Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for specialitytreatments

1. General ☐
2. Speciality ☐
3. Research ☐
4. Outreach / Peripheral ☐

Upload:
• List of teaching / training sessions conducted during the last 5 years.
• Data Template
• Geotagged photos
• Any other relevant information.</td><td>10</td></tr>
</table>

8.1.10. **Q_nM**	***Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?*** 1. NABH Accreditation of the teaching hospital ☐ 2. NABL Accreditation of the laboratories ☐ 3. ISO Certification of the departments / divisions ☐ 4. Other Recognized Accreditation / Certifications ☐ **Upload:** • e-copies of Certificate/s of Accreditations • Any other relevant documents	**5**

Key Indicator 8.9 – B 9Allied Health Sciences College

Weightage -100

Sl. No		**Weightage**
8.1.1 **Q_lM**	***Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words.*** Provide weblink to: • Details of the programs/courses offered during the last 5 years • Minutes of relevant Academic Council/ BOS meetings • Any other relevant information	15
8.1.2 **QlM**	***Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words.*** Provide weblink to: • Year-wise outpatient and inpatient statistics for the last 5 years • Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System • Any other relevant information	**20**
8.1.3 **Q_lM**	***Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.*** **Provide weblink to :** • Details of disability certificates issued in the last 5 years • Any other relevant information	**10**

8.1.4 **QlM**	***Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words*** **Provide weblink to:** • List of schemes • Year-wise list of beneficiaries under different schemes during the last 5 years • Any other relevant information	**10**
8.1.5 **QlM**	***Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.*** **Provide web link to:** • E-copies of approval letters from the Regulatory Bodies • Any other relevant information	**15**
8.1.6 **Qnm**	***Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies*** 1) Diagnostic equipment ☐ 2) Treatment equipment ☐ 3) Clinical tests and tools ☐ 4) Research equipment ☐ Upload: • List of Diagnostic, treatment, clinical tests and research equipment available in the College • Geotagged photos • Invoices of clinical instrumentation and tools • Any other relevant information.	**15**
8.1.7 **QlM**	***Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.*** Provide weblink to : • Details of student postings in Clinical and community settings. • Any other relevant information.	**15**

Key Indicator 8.10–B 10Yoga and Naturopathy

Weightage-100

Metrics no.	Metric Description	Weightage
8.1.1 (QlM)	***Describe the Institutional practice of blending the theory and practices for implementing the curriculum for various programmes and courses offered by the institution of Yoga and Naturopathy within 500 words.*** Provide weblink to: • Lesson plans and practice plans • Minutes of Board of Studies /Governing Council / College Council / Academic Council • Any other relevant information	10
8.1.2 (QlM)	***The institution blends traditional and modern principles of Yoga and Naturopathy as learning outcome of the curriculum. Describe within 500 words.*** Provide weblink to: • Minutes of Board of Studies /Governing Council / College Council / Academic Council • Any other relevant information	5
8.1.3 (QnM)	***Teaching-Learning facilities available in the institution for Yoga and Naturopathy.*** a. Traditional classrooms ☐ b. Class roomsICT enabled ☐ c. Yoga studio, museum, practice of shat karmas ☐ d. Provision for the practice of self study ☐ e. Provision for meditation and Gurukul Education, Sathkarma and sathvikahara ☐ f. Naturopathy Infrastructure and Nature works ☐ **Upload :** • Detailed report and geotagged photos to explain the institutional claim • Any other relevant information.	10
8.1.4. (QlM)	***Detail the activities of the specialized diet unit of the Institution for the preparation of diet charts, diet for different diseases and appropriate cooking facility within 500 words*** Provide weblink to : • Geotagged photographs of the facilities	10

<table>
<tr><td></td><td>

- List of equipment in the cooking facility
- Any other relevant information

</td><td></td></tr>
<tr><td>8.1.5.
(QlM)</td><td>

Describe the evaluation process of the spiritual progress and subjective experiences of the aspirants / students using standardized tools and tests (biomarkers) evolved by the institution within 500 words

Provide weblink to :

- List of standardized tools and tests developed by the Institution.
- Any other relevant information

</td><td>10</td></tr>
<tr><td>8.1.6.
(QnM)</td><td>

The institution has received Funds/Grants from Govt./ non Govt. bodies, donors, philanthropists during the last five years.

The Institution has received funds / grants from:

1. Government ☐
2. Philanthropists / Donors ☐
3. Charities /Voluntary organizations ☐
4. Foundations ☐

Upload:

- Copies of the sanction orders for the grants and the amount received
- CA certified financial details of fund received fromGovt./ non Govt. bodies, individuals, philanthropists year-wise during the last five years
- Any other relevant information.

</td><td>10</td></tr>
<tr><td>8.1.7.
(QlM)</td><td>

Describe the measures adopted by the institution to promote Yoga and Naturopathy as the main stream career for its students within 500 words

Provide weblink to:

- Analysis report of the measures adopted and certified by the head of the Institution.
- Any other relevant information

</td><td>10</td></tr>
<tr><td>8.1.8.
(QnM)</td><td>

Funds generated from Yoga Research projects / Clinical trials / Standardizations funded by government as well as non-government agencies during the last 5 years (INR in Lakhs)

Year					
Number of funded research projects					
Funds generated (INR in lakhs)					

Upload:

</td><td>10</td></tr>
</table>

<table>
<tr><td></td><td>

- Copies of sanction letters
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information.

</td><td></td></tr>
<tr><td>8.1.9. (QnM)</td><td>

Total number of Yoga / Naturopathy-related events organized by the Institution for the public during the last 5 years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of Yoga / Naturopathy-related events organized</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of participants</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Upload:

- List of Yoga / Naturopathy-related events organized year-wise by the Institution
- Detailed report and geotagged photos to explain the institutional claim
- Any other relevant information.

</td><td>05</td></tr>
<tr><td>8.1.10. (QnM)</td><td>

Average percentage of teachers organizing teaching and training programmes through conferences / workshops /seminars /spiritual retreats/discourses / symposia etc in Yoga and Naturopathy during the last five years

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of teachers organizing teaching and training programmes</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total number of teachers</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Formula:

$$\text{Percentage per year} = \frac{\text{number of teacher organising teaching and training programmes in a year}}{\text{Total number of teachers in that year}} \text{X}100$$

$$\text{Average percentage} = \frac{\sum Percentage\ per\ year}{5}$$

Upload:

- Year-wise list of teaching and training programmes conducted for public and students on Yoga / Naturopathy during the last five years.
- List of teachers who organized teaching and training programmes during the last five years
- Detailed report and geotagged photos to explain the institutional claim

</td><td>10</td></tr>
</table>

<table>
<tr><td></td><td>

- Any other relevant information.

</td><td></td></tr>
<tr><td>8.1.11 (QnM)</td><td>

Number of popular articles/programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media during the last five years.

<table>
<tr><td>Year</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of of popular articles/programmes on Yoga / Naturopathy presented</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of teachers presented of popular articles/programmes on Yoga / Naturopathy</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of the State / Regional / National / International print and/or electronic media</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Date of Publicaion</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Upload:

- Copies of Popular articles/programmes on Yoga / Naturopathy presented by teachers in State / Regional / National / International print and/or electronic media
- Links of telecast, electronic media
- Upload the published print media
- Any other relevant information.

</td><td>10</td></tr>
</table>

Section - C

Appendices

Appendix 1: Glossary& Notes

AcademicAudit	:	An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
AcademicCalendar	:	The schedule of the Institution for the academic year, giving details of all academic and administrative events.
AcademicFlexibility	:	Choiceofferedtothestudentsinthecurriculum offeringandthecurriculumtransactions.
Academic Year:		In most educational Institutions and universities in India, the academic year is considered from 1st June to 31st May of subsequent years.
Accreditation	:	Certificationofqualitythatisvalidforafixedperiod, whichinthecaseofNAACisfiveyears
Advanced Learners	:	Students who perform very much better than the class averages
Assessment	:	PerformanceevaluationofanInstitutionoritsunits basedoncertainestablishedcriteria
Assessors	:	Trained academics or experts who represent NAAC on peer teams.
Attainment of Course Outcomes (COs)	:	COs are to be attained by all students at the end of a formal course. The Institution has to follow well-defined methods of computing attainment of Course outcomes based on the course objectives as defined by the respective statutory councils, student performance in all assessments and the computed course outcomes perceived by the model developed by the Institution. **Example:** in MBBS programme, Anatomy is a course which has course objectives and student assessment methods defined by MCI, based on which the Institution needs to develop appropriate course outcomes (refer respective website of Regulatory Bodies).
Benchmarks	:	An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an Institution measures its performance against that of the best of others.
Bibliometrics	:	Is a statistical analysis of the publications in indexed journals in the form of books or articles
BlendedLearning	:	A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
BridgeCourse	:	Ateachingmodulewhichhelpstoclosethegap betweentwolevelsofcompetence.
CarbonNeutral	:	A termusedtodescribefuelsthatneithercontribute tonorreducetheamountofcarbon(measuredinthe releaseofcarbondioxide)intotheatmosphere.
CateringtoStudent Diversity	:	The strategies adopted by Institution to fulfil the needs of a heterogeneous group of students.
CEC (Under Graduate)	:	Career Education Centre
ChoiceBasedCredit System (CBCS)	:	A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG program. All UG and PG programs, as per UGC, have to implement CBCS
CitationIndex	:	Thenumberoftimesaresearch papersisreferred tobyotherresearchers inrefereedjournals,andisa measureofvalidityofitscontents.
Co-	:	Activities, which support the curriculum such as field trips, display of academic

CurricularActivities		achievements, quiz, debate, discussion, seminars, role-play, etc
Collaboration	:	Formalagreement/understandingbetweenanytwo ormoreInstitutionsfortraining,research, student/ facultyexchangeorextensionsupport.
CompletionRates(course/)	:	The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Constituencies	:	All the academic, administrative and support units of the Institution.
Consultancy:		Providing expert knowledge/advice or making high-end research equipment /R&D projects available to a third party; usually for a fee.
Counselling	:	Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course	:	A course is a unit in both credit based and non-credit based formal programme. A 3-credit course will have three classroom sessions of one-hour duration during each week for the entire semester. Example: Non-credit Program: BDS; Course: Prosthodontics; Credit based programme; Human Genetics Course; Genetic Engineering (4 credits).
Course Outcomes (COs)	:	COs are statements that describe what students should acquire in the form of knowledge, skills and attitude at the end of a course. (examples are given in the "Notes")
CourseOutlines	:	List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
CourseSchedule	:	Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Credit	:	A credit system is a systematic way of describing an educational programme by attaching credits to its components. University Grants Commission defines one credit as 1 Theory period of one hour per week over a semester 1 Tutorial period of one hour per week over a semester 1 Practical period of two hour per week over a semester
Criteria	:	Pre-determinedstandardsoffunctioningofan Institutionof highereducationthatformthebasisof assessmentandaccreditationas identified/defined byNAAC.
Cross Cutting Issues	:	Cross cutting issues refer to the abilities of students to have sufficient disciplinary knowledge, to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn outside school; and have the skills to enter careers of their choice.
CurriculumDesignand Development	:	Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
CyclesofAccreditation	:	AnInstitutionundergoingtheaccreditation process byNAACforthefirsttimeissaidtobeinCycle1and theconsecutivefiveyearperiodsasCycle2,3 and so on.
DareDatabase-InternationalSocial SciencesDirectory	:	Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.
Demand Ratio	:	The ratio of the number of seats available in a program/institute to the number of valid applications

Dualdegree	:	Pursuingtwodifferentuniversitydegreesinparallel, eitheratthesameInstitutionoratdifferentInstitutions (sometimesindifferentcountries),completingthem inlesstimethanitwould taketoearnthem separately.
EBSCO host	:	Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.
Eco system for Innovations	:	Eco system for innovation comprises material resources (funds, equipment, facilities, etc.) and the human resources (students, faculty, staff, industry representatives, etc.) and linkages among them that make up the Institutional entities to promote the development of products and systems that are likely to have significant economic value.
E-learning Resources	:	Learning resources available on Internet
e-PG Pathshala	:	High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages developed under the initiative of MHRD, under its National Mission on Education through ICT (NMEICT) Mission.
e-Shodhganga	:	Shodhganga@INFLIBNET provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access.
e-ShodhSindhu	:	e-Shodh Sindhu (https://www.inflibnet.ac.in/ess) provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member Institutions including centrally-funded technical Institutions.
ElectiveCourses	:	Achoiceavailabletostudentstoselectfromamonga largenumberofsubjects.
EmergingAreas	:	New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.
EnrichmentCourses	:	Valueaddedcoursesofferedby Institutionfor studentempowerment.Theyenhancethecurriculum byamplifying,supplementingand replacingsuch partsorfeaturesashavebecome ineffectiveor obsolete.
EvaluationProcess andReforms	:	Assessmentoflearning,teachingandevaluationprocessandreformstoincreasetheefficiencyand effectivenessofthesystem.
Examination Management System	:	Examination management system is a well-defined document or a software application for the planning, administration, documentation, tracking, evaluation of students responses, and announcement of grades/marks obtained by students in all formal learning activities in an educational program
Experiential Learning	:	Is a process of learning through experience and is more specifically defined as "learning through reflection on doing".
ExtensionActivities	:	The aspect of education, which emphasizes neighbourhood services. These are often integrated with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum- extension interface has educational values, especially in rural India.
FacultyDevelopment Program	:	Programs aimed at updating the knowledge, pedagogical and research skills of the faculty.
Feedback	:	Formative and evaluative comments given by tutors on the performance of individual learners. Evaluative comments made by stakeholders to the Institution on the quality and effectiveness of a defined process. Response from students, academic peers and employers for review and design of curriculum.
Field Project	:	Formal projects students need to undertake that involve conducting surveys outside the college/university premises and collection of data from designated

		communities or natural places
FinancialManagement	:	Budgeting and optimum utilization of financial resources.
Flexibility	:	A mechanism through which students have wider choices of Programmes to choose from, as well as, multiple entry and exit points for Programmes /courses.
Functional MoUs	:	Memoranda of Understanding that are currently operational, signed by the Institute with national and international agencies
Full Time Teachers	:	A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
GenderAudit	:	Atoolandaprocessbasedonamethodologyto promoteorganizationallearningattheindividual, workunitandorganizationallevels onhowto practicallyandeffectivelymainstreamgender.
Geotagging		Process of adding geographical identification metadata to various media such as a geotagged photograph or video, websites, SMS messages etc. The data usually consists of latitude and longitude coordinates, though they can also include altitude, bearing, distance, accuracy data, and place names.
GraduateAttributes	:	Thedisciplinaryexpertiseor technicalknowledgethathastraditionallyformedthe coreofmostuniversitycourses.Theyarequalities thatalsoprepare graduates asagents forsocialgood inanunknownfuture.
GreenAudit	:	Theprocessofassessingtheenvironmentalimpact ofanorganization,process,project,product,etc
GrievanceRedressal	:	Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the Institutional provisions promised and perceived.
H-index(HirschIndex)	:	An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
HumanResourceManagement	:	The process of assessing the human resource requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.
Humanities International Complete	:	A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, painting and illustrations are also referenced
ICT	:	Information and Communication Technology consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.
Impactfactor(IF)	:	A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.
Inclusion, Inclusiveness	:	Inclusiveness in educational Institutions refers to the educational experiences practiced with reference to gender, ethnicity, social class and differently abled.
INFLIBNET Database	:	Information and Library Network Centre maintains a database on books, theses and serials
Infrastructure	:	Physicalfacilitieslikebuilding,playfields,hostels etc. whichhelp run an Institutional Programme.
InstitutionalInformation forQualityAsse	:	IIQA is a requirement, which needs to be submitted online by all categories of HEIs

ssment (IIQA)		
Institutional Distinctiveness	:	Institutional distinctiveness is characterized by its reason for coming to existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location
InstitutionalSocial Responsibility (ISR)	:	FocusesontheInstitution'sresponsibilitiestothe publicintermsofprotectionofpublichealth,safety andtheenvironment,thepublicethicalbehaviour and theneedtopracticegoodcitizenship.
Inter disciplinary Course	:	Course designed to illuminate the principles, methods and skills that crossed disciplinary boundaries (Eg: Course in which instruction in biomedical science, the humanities, ethics, environmental science, dentistry etc., is included.
Interdisciplinaryresearch	:	Anintegrativeapproachinwhichinformationfrom morethanonediscipline isusedininterpretingthe contentofasubject,phenomenon,theoryorprinciple.
Internal Quality Assurance Cell (IQAC)	:	Forming Internal Quality Assurance Cell (IQAC) is to be established in every accredited Institution as a post-accreditation quality sustenance measure. http://www.naac.gov.in/IQAC.asp
InternalQuality Assurance System(IQAS)	:	Selfregulated responsibilitiesofthehighereducation Institutionsaimedatcontinuousimprovementof qualityforachievingacademicandadministrativeexcellence.
Internship	:	A designated activity that carries some credits involving more than 25 days of working in an organization under the guidance of an identified mentor
ISO Certification	:	ISO 9001 certification enhances customer satisfaction by meeting customer requirements. The Institution is able to provide right services. ISO certification enhances functional efficiency of an organization.
Leadership	:	Term used for setting direction and create a student- focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities
Learning Management Systems	:	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. MOODLE is an example of open source LMS
LearningOutcomes	:	Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module
LibraryasaLearningResource	:	The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.
Levels of Outcomes	:	➢ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do. ➢ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do. ➢ **Course Outcomes:** COs are statements that describe what students should be able to do at the end of a course
NewTechnologies	:	Digital tools and resources (hardware and software) and their application in the field of education.
NIRF	:	National Institutional Ranking Framework (NIRF), approved by the MHRD, outlines a methodology to rank Institutions across the country. The parameters and sub-parameters associated with this mechanism are evolving from year to year. **https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf**
N-LIST	:	N-LIST stands for "National Library and Information services Infrastructure for Scholarly Content". http://nlist.inflibnet.ac.in/faq.php

OBE: Outcome Based Education	:	OBE is an educational theory that bases each part of an educational system around goals (outcomes). Each student should have achieved the goal by the end of the educational experience
OpenEducationalResources	:	Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
OptimumUtilizationof Infrastructure	:	The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary Programmes.
Organogram	:	Organogram is the word that refers to a diagram that shows the structure of an organization and the relationships between the relative ranks of its part and position/ job. It is also known as Organisational Structure.
Outcome	:	An outcome of an educational Programme is what the student should be able to do at the end of a Programme/ course/ instructional unit.
OutreachActivities	:	Is the practice of conducting local public awareness activities through targeted community interaction
Participative Learning	:	Participatory Learning and Action is a family of approaches, methods, attitudes, behaviours and relationships, which enable and empower people to share, analyze and enhance their knowledge of their life and conditions, and to plan, act, monitor, evaluate and reflect.
ParticipativeManagement	:	Refers to an open form of management where employees are actively involved in the Institution's decision making process.
PerspectiveDevelopment	:	Isablueprintregardingtheobjectivesandtargetsof longtermgrowth
PhysicalFacilities	:	Infrastructure facilities of the Institution to run the educational Programmes efficiently and the growth of the infrastructure to keep pace with the academic growth of the Institution.
Policy for Promotion of Research	:	Processes defined by the Institution to facilitate the teachers to write research proposals, seek funding, conduct research, publish, and evaluate and reward the research done.
Pre-qualifiers	:	For the Assessment and Accreditation (A&A) in revised framework the NAAC has proposed a pre-qualifier test. It is a condition for peer team visit and will be based on Institutional system generated score (SGS) in all Q_nM after undergoing DVV process. As a Pre-qualifier, the Institution should score at least 25% in Quantitative Metrics (Q_nM) as per the final score after the DVV Process. If the HEI does not clear the Pre-qualifier stage then HEI will have to apply afresh by submitting the IIQA and its fees.
Problem Based Learning (PBL)	:	Is a student-centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The PBL process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.
Professional Developmental Programmes	:	Activities designed to enhance the professional acumen or advance a person's career. (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes etc.,)
Programme	:	A range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees. Examples: BA (Economics) BSc (Physics). All possible formal degree Programmes are identified by UGC
ProgrammeOptions	:	A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Programme Outcomes	:	Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.

PromotionofResearchand ResearchSupport System	:	Theprocessofpromotingresearchcultureamong faculty and students by facilitating faculty and student participation in research budgetallocation, research fellowshipandotherfaculties.
RemedialCourses	:	Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Research	:	Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
ResearchGrant	:	Grantgenerated/receivedfromdifferentagencies bythe Institutionforconductingresearchprojects.
ResearchOutput	:	Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
ResourceMobilization	:	Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
SCOPUS	:	The world'slargestabstractand citationdatabaseof peer-reviewedliteratureandqualitywebsources.
Seed money for Research	:	Funds provided to a teacher or a group of teachers by the Institution to get the research initiated to facilitate the preparation of formal research proposal for funding.
Situatedness	:	Situatedness refers to involvement within a context. It also refers to placement of learning experiences in authentic contexts or settings
SJR(SCImagoJournalRank)	:	This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).
Slow Learners	:	Students who perform very much below the class averages
SNIP(SourceNormalized ImpactperPerson)	:	Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field?
StakeholderRelationship	:	Affiliation and interaction with groups or individuals who have an interest in the actions of the Institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
StrategicPlan	:	A specific, action-oriented medium or long-term plan for making progress towards a set of Institutional goals.
StrategyDevelopment	:	Formulation of objectives, directives and guidelines with specific plans for Institutional development.
Student Centric Methods	:	Methods of instruction that focus on products of learning by the students
StudentProfile	:	The student community of the Institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
StudentProgression	:	Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
StudentSupport	:	Facilitatingmechanismforaccesstoinformationfee structureand refundpoliciesand also guidanceand placementcellwithstudentwelfaremeasuresto give necessary learning support to the students.
SWAYAM	:	SWAYAM is a Programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. https://swayam.gov.in/
TeacherQuality	:	Acompositetermtoindicatethequalificationofthe faculty,theadequacy meantforrecruitment procedures,professionaldevelopment, recognitionandteacherscharacteristics.
Trend analysis		Statistical method of conducting review and analysis of academic publications in scientific databases (such as Web of Science, Scopus, PubMed etc.) and generating

historical charts. Search can be made by using the title of the publication, author's name, name of the Institution, key words etc.

TwinningProgrammes	:	An arrangement between two Institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning Programmes and awarding of degrees usually comply with national regulations of the provider in source Country A.
Value Added Courses	:	Courses with 16 or more contact hours which are optional, and offered outside the curriculum that add value and help them students in getting placed.

Appendix 2: Abbreviations

A&A	-	Assessment and Accreditation
AC	-	AcademicCouncil
ACM	-	AssociatesofComputingMachinery
AMC	-	AnnualMaintenanceContract
AVRC	-	Audio-Visual ResearchCentre
AICTE	-	All IndiaCouncilfor TechnicalEducation
AQAR	-	AnnualQualityAssuranceReport
BoS	-	BoardofStudies
BCUD	-	BoardofCollegeandInstitutionDevelopment
CAL	-	ComputerAided Learning
CAS	-	CenterforAdvancedStudies
CAT	-	CommonAptitudeTest
CBCS	-	ChoiceBasedCreditSystem
CD	-	CompactDiskette
CDC	-	CollegeDevelopmentCouncil
CEC	-	Consortiumfor EducationalCommunication
CGPA	-	CumulativeGradePointAverage
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wiseGradePointAverage(s)
COHSSIP	-	CommitteeforHumanitiesandSocialScience ImprovementProgramme
COSIP	-	CommitteeforScienceImprovementProgramme
COSIST	-	CommitteeforStrengtheningofInfrastructure Improvement Programme inScienceandTechnology
CSA	-	CentreforSocialAction
CSIR	-	Councilof ScientificandIndustrialResearch
CPE	-	CollegeswithPotentialforExcellence
DELNET	-	DevelopingLibraryNetwork
DEP	-	DistanceEducationProgrammes
DRS	-	DepartmentalResearchSupportofUGC
DSA	-	DepartmentalSpecialAssistanceofUGC
DST	-	DepartmentofScienceandTechnology
EMRC	-	EducationalMultimediaResearchCentre
FIST	-	FundfortheImprovementofScienceand TechnologyInfrastructure
GATE	-	GraduateAptitudeTestinEngineering
GATS	-	GeneralAgreementonTradeinServices
GMAT	-	GraduateManagementAdmissionTest
GRE	-	GraduateRecordExamination
IAS	-	IndianAdministrativeServices
ICHR	-	IndianCouncilofHistoricalResearch
ICPR	-	IndianCouncilofPhilosophicalResearch
ICSSR	-	IndianCouncilof SocialScienceResearch
ICT	-	InformationandCommunicationTechnology
IEEE	-	InstituteofElectricaland ElectronicEngineers

IIQA	-	InstitutionalInformationforQuality Assessment
IQAC	-	InternalQualityAssuranceCell
IQAS	-	InternalQualityAssuranceSystem
INFLIBNET	-	InformationandLibraryNetwork
INQAAHE	-	InternationalNetworkforQualityAssurance AgenciesinHigher Education
INSA	-	IndianNationalScienceAcademy
IPR	-	IntellectualPropertyRights
ISR	-	InstitutionalSocialResponsibility
IUC	-	InterInstitutionCentre
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wiseGradePoint(s)
MHRD	-	MinistryofHuman ResourceandDevelopment
MoC	-	MemorandumofContract
MoU	-	MemorandumofUnderstanding
MIR	-	MinimumInstitutionalRequirements
MIS	-	ManagementInformation System
NCTE	-	NationalCouncilforTeacherEducation
NET	-	NationalEligibilityTest
NGO	-	NonGovernmentalOrganization
NME-ICT	-	NationalMissiononEducationthrough InformationandTechnology
NPE	-	NationalPolicyEducation
NPTEL	-	NationalProgrammedTeachingEnhanced Learning
OMR	-	OpticalMarkRecognition
OPAC	-	OnlinePublicAccessCatalogue
PTR	-	PeerTeamReport
QAA	-	QualityAssuranceAgency
SAP	-	SpecialAssistanceProgramme
SET/SLET	-	StateLevelEligibilityTest
SJR	-	SCImagoJournalRank
SLQACC	-	StateLevel QualityAssuranceCo-ordination Committee
SNIP	-	SourceNormalizedImpactperPaper
SSR	-	Self-StudyReport
SWOC	-	Strengths,Weaknesses,Opportunitiesand Challenges
TEI	-	TeacherEducationInstitution
TOEFL	-	TestofEnglishasaForeignLanguage
UDID		Unique Disability ID (Card)
UGC	-	InstitutionGrantsCommission
UNESCO	-	UnitedNationsEducational,Scientificand CulturalOrganization
UNO	-	UnitedNation Organization
UNICEF	-	UnitedNationsChildrenEducationalFoundation
UNDP	-	UnitedNationDevelopmentProgramme
USIC	-	InstitutionScienceInstrumentationCentre
Wi-fi	-	WirelessFidelity
YRC	-	YouthRedCross

Appendix - 3

NationalAssessment and AccreditationCouncil(NAAC)

Student SatisfactionSurvey (SSS)

KeyIndicator-2.7.1

Criterion II : Teaching-Learningand Evaluation

(For Health Science Universities)

Guidelines
forStudents

NAAC(NationalAssessmentandAccreditationCouncil)isconducting aStudentSatisfaction Survey regarding Teaching–Learning andEvaluation of HEIs,whichwillhelptoassess thequality status of the institution. Kindly note that the identification of the respondent will notbe revealed in the process.

- A studentwillhavetorespond with sincerity toall thequestionsgiveninthefollowing format after careful thought.

- Each question has five responses, choosethe mostappropriate one.
- The response to the Qualitative question No. 23, is student's opportunity to give suggestionsforimprovements. (The responses are to be restricted only to teachinglearning and evaluation process).
- It may be noted that the total time required for filling up this questionnaire may be less than **20 minutes**.

PERSONAL INFORMATION:

A)Please confirm that this is the first and onlytimeyou are participating in this survey.

a) Yes ☐ b)No ☐

B)Age: **C)University Name:**

D)Gender: a)Female ☐ b)Male ☐ c)Transgender ☐

E)What level of degreeprogramareyou pursuingnow?

a)Bachelor's ☐ b)Master's ☐ c)M.Phil ☐ Doctorate ☐

e)Other ☐

F) What specific programmeare you currentlypursuing?

a)Medical ☐ b)Dental ☐ c)Pharmacy ☐ d)Physiotherapy ☐

e) Nursing: ☐ f) AYUSH ☐ g) Others ☐

CriterionII–Teaching–LearningandEvaluation

Online StudentSatisfactionSurveyonTeachingLearning and Evaluation Process

Following are the questions:

1. Howmuch ofthe curricula and syllabi are covered in the Discipline in which you are studying?

4 – 90 to 100%
3 – 75 to 89%
2 – 55 to 74%
1– 30 to 54%
0 –Below 30%

2. What categories of teachers are involved in the theory and practical classes in your discipline?

4 – Professors, AssociateProfessors, Assistant Professors and Others (Lecturers, Tutors, Demonstrators and Residents)
3 – Associate Professors, Assistant Professors and others
2 – Assistant Professors and others
1 – Others
0 – None of the above

3. What percentage of teachers is effectively communicating domain knowledge using IT skills and Soft Skills in the Teaching Learning Process?

4 – 90 to 100%
3 – 75 to 89%
2 – 55 to 74%
1– 30 to 54%
0 –Below 30%

4. Do the teachers build-up the expectedcurricularcompetencies,programme outcomes and courseoutcomes in you?

4 – 90 to 100%
3 – 75 to 89%
2 – 55 to 74%
1– 30 to 54%
0 –Below 30%

5. Does your mentor follow up necessarily on the tasks assigned to you?

4 – Everytime
3 – Usually
2 – Occasionally
1 – Rarely
0 –Idon’t haveamentor

6. To what extent is the mentoringprocessinyourinstitution beneficial toyou forcognitive,socialand emotional growth?
   4 – Highly Beneficial
   3 – Beneficial
   2 – Satisfactory
   1 – Marginally
   0– Not at all

7. To what extent clinical and practical facilities related to your discipline have been made available to you?
   4 – 90 to 100%
   3 – 75 to 89%
   2 – 55 to 74%
   1– 30 to 54%
   0 –Below 30%

8. What extent of training are you provided with, in the skill and simulation labs, clinical ward rounds / rotations and lab exercises related to your discipline?
   4 – 90 to 100%
   3 – 75 to 89%
   2 – 55 to 74%
   1– 30 to 54%
   0 –Below 30%

9. What percentageof teachers useICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?
   4 – 90 to 100%
   3 – 75 to 89%
   2 – 55 to 74%
   1– 30 to 54%
   0 –Below 30%

10. What is the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?
   4 – All of the above
   3 – Three of the above
   2 – Two of the above
   1 – One of the above
   0– None of the above

11. Does the institution provide the opportunities for experiential learning, including problem-based learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

4 – All of the above
3 – Any four of the above
2 – Any three of the above
1 – Any two of the above
0– Any one of the above

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

4 – High Level
3 –Appreciable Level
2 – Satisfactory Level
1 – Marginal Level
0– No opportunity given

13. What is the level of value-added courses / training given by your institution in the area of professional ethics and values, community service, preventive health care and rural health care?

4 – High Level
3 –Appreciable Level
2 – Satisfactory Level
1 – Marginal Level
0– No opportunity given

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and interactivity of the classroom proceedings/learning sessions?

4 – High Level
3 –Appreciable Level
2 – Satisfactory Level
1 – Marginal Level
0– No opportunity given

15. To what extent the institutional ambience and class room teaching has improved your creative thinking and analytical skills?

4 – High Level
3 –Appreciable Level
2 – Satisfactory Level
1 – Marginal Level
0– No opportunity given

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

4 – Regularly
3 – Often
2 – Sometimes
1 – Rarely
0– Never

17. What is your assessment about the fairness of theinternalevaluation process adopted bythe teachers?

4 – Always fair
3 – More oftenfair
2 – Sometimes fair
1 – Usuallyunfair
0 – Always unfair

18. What is the average time taken by the institution for declaration of examination results?

4 – Within 15 days
3 – 16 days to 30 days
2 – 31 days to 45 days
1 – 46 days to 60 days
0 – Beyond 60 days

19. What are the mechanisms (issue of photocopy of answer sheet, re-totaling, re-evaluation and provision for grace marks) available in your institution for redressal of grievances with reference to examinations?

4 – All the above mechanisms
3 – Only three of them
2 – Only two of them
1 – Only one of them
0 – None

20. How do you rate the procedures involved in the pre examination, examination and post examination processes of the evaluation system adopted by your institution?

4 – Excellent
3 – Very Good
2 – Good
1 – Average
0 – Poor

21. Do your teachers enable you to identify your strengths and weaknesses and help you to develop your strengths and overcome your weaknesses by providing timely counseling and care?
4 – Everytime
3 – Usually
2 – Occasionally
1 – Rarely
0 –Never

22. If you were to award rating for your institution in terms of "stars" in relation to quality of teaching, learning and evaluation, what would be your rating?

4 – *****
3 – ****
2 – ***
1 – **
0 – *

23. Givethreesuggestions to improvetheoverallteaching, learning and evaluation process inyour institution.

A

B

C

.....End.....